DOCUMENT RESUME

ED 096 211 SO 007 746

AUTHOR	Slodkowski, Wladyslaw, Ed.
TITLE	Selected Bibliography of Polish Educational Materials. Volume 12, Number 3, 1973.
INSTITUTION	National Center for Scientific, Technical and Economic Information, Warsaw (Poland). Foreign Scientific Publications Dept.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
REPORT NO	TT-73-54000-03
PUB DATE	74
NOTE	81p.; Related Documents are ED 077 833, ED 093 792, and ED 093 793
EDRS PRICE	MF-$0.75 HC-$4.20 PLUS POSTAGE
DESCRIPTORS	Adult Education; *Annotated Bibliographies; *Comparative Education; Educational History; Educational Legislation; Educational Policy; *Educational Practice; Educational Problems; *Educational Research; Elementary Education; Higher Education; Laws; Preschool Education; Secondary Education; Social Sciences; Special Education
IDENTIFIERS	*Poland

ABSTRACT

The annotated bibliography cites Polish educational materials published from June to August 1973. Materials are arranged alphabetically by author within the following categories: (1) history of education; (2) laws and legislation; (3) general information on education; (4) social and educational sciences; (5) teacher's profession; and (6) schools and institutions (by types or level), preschool, primary, secondary, vocational, higher, adult, special. An index of authors and editors is included. (Author/RM)

ED 096211

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Selected Bibliography of Polish Educational Materials

SØ 007 746

Institute for Educational Research
Section for Documentation

Editorial Committee:
Władysław Słodkowski (Chief)

Barbara Wieczorek
Karolina Krajewska

Translated:
Hanna Komorowska

Compiled for the Office of Education, U. S. Department of Health, Education and Welfare, Washington D. C.

ED 096211

Vol. 12, No. 3, 1973

TT 73-54000/03

Selected Bibliography of Polish Educational Materials

PUBLISHED FOR THE OFFICE OF EDUCATION, U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, WASHINGTON, D. C., BY THE FOREIGN SCIENTIFIC PUBLICATIONS DEPARTMENT OF THE NATIONAL CENTER FOR SCIENTIFIC, TECHNICAL AND ECONOMIC INFORMATION,
WARSAW, POLAND 1974

SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS

Vol. 12 1973 No. 3

CONTENTS

I. History of Education 3
II. Laws and Legislation 8
III. General Information on Education 15
IV. Social and Educational Sciences 28
V. Teacher's Profession 37
VI. Schools and Institutions (by type or level) 40
1. Preschool 40
2. Primary 42
3. Secondary 55
4. Vocational 57
5. Higher 62
6. Adult 71
7. Special 74
Index of Authors and Editors 76

The bulk of the materials listed in the present issue was available in the period of time June to August 1973.

I. HISTORY OF EDUCATION

203. DUTKOWA, RENATA: **Komisja Edukacji Narodowej.** (The Commission for the National Education). Ossolineum, Wrocław 1973, 273 pp. bibl.

The publication has been prepared on the occasion of the 200th anniversary of establishing the Commission for the National Education. Part 1 is an outline of activities undertaken by the Commission, part 2 contains source materials grouped in sections corresponding to chapters in part 1.

Alongside with a discussion on the activities of the Commission Part 1 contains a discussion on the organization of schooling, curricula, textbooks and staffing in schools established by the Commission as well as the academic and parochial education supervised by the membres of the Commission. Source materials in Part 2 pertain to the following: opinions on the necessity to establish state education, the establishment of the Commission, its participants, the establishment of the Association for Elementary Books, speeches by the king on the subject and acts issued by the Commission in the year 1783, opinions on the curricula and textbooks, programs of university lectures in science and pathology, memoirs of graduates from schools supervised by the Commission.

204. FILIPOWICZ, FRANCISZEK: **Lucjan Zarzecki (1873–1925).** *Przegląd Historyczno-Oświatowy* 1973, No. 2, pp. 237–254.

The article is devoted to life and activities of Lucjan Zarzecki (1873–1925), a prominent educator and a specialist in the field of teaching mathematics. Three periods in the life of L. Zarzecki have been distinguished 1) the Partition period (1901–1911) when Zarzecki worked as a secondary school teacher of mathematics, 2) the German occupation (1915–1921) when Zarzecki dealt with the organization of secondary schooling in Warsaw and 3) the period of life in the liberated Poland (1925–1935). In these years L. Zarzecki was appointed professor of education, general theory of instruction and the teaching of mathematics in the State

Educational Institute at the University of Warsaw and at the Polish Open University. The author discusses some trends and ideas expressed in L. Zarzecki's publications, the number of which amounts to 300. Here are some selected titles of his publications: "Initial Instruction in the Field of Mathematics", "An Introduction to Pedagogy", "The General Theory of Instruction", "Profession, Character and Education", "Character and Attitude Formation", "Tasks of the Polish Teacher", "State Education", "The Role of Education in the Formation of a Nation", etc. His activity as an editor-in-chief of "Przegląd Pedagogiczny", then "Szkoła Polska" is also discussed at length.

205. KMIECIK, ZENON: **Udział chłopów w tajnym ruchu oświatowym w Królestwie Polskim na przełomie XIX i XX wieku.** (Participation of Peasants in the Clandestine Educational Movement in the Polish Kingdom at the End of the 19th and the Beginning of the 20th Century). *Przegląd Historyczno–Oświatowy* 1973, No. 2, pp. 159–172.

The author depicts the social and political situation of Polish population at the times of partitions which led to the organization of the clandestine educational movement. In 1875 the Association for the National Education was established, then the Circle for the National Education and finally the Women's Association for Education. All these organizations had been established on the initiative of the Warsaw intelligentsia and were spread over the whole territory of the partitioned Poland. The activity of the associations embraced organization of village schools, establishment of clandestine libraries, promoting reading habits, editing popular-scientific publications, etc. Many branches of associations were staffed by peasants who were at that time developing their national and political consciousness. All the organizations and especially the Association for the National Education fought against denationalization and the anti-Polish policy of the three occupant countries. Strong socialistic trends were revealed in clandestine educational movement at the beginning of the 20th century, progressive democratic and liberation ideas being promoted among peasants by a clandestine magazine "Polak". Although the activity of the clandestine

movement caused numerous repressions of the tzarist administration, it contributed to the mass participation of peasants in the fight for liberation during the revolution of 1905–1907.

206. MATUSZCZAK, HENRYK: **Działalność wychowawcza Szarych Szeregów w ramach antyhitlerowskiego ruchu oporu na terenie powiatu Ostrów Wielkopolski.** (The Educational Activity of the Cladestine Boy Scouts Organization in the Resistance Movement in the District of Ostrów Wielkopolski). *Przegląd Historyczno–Oświatowy* 1973, No. 2, pp. 275–285.

The article outlines the clandestine educational activity of the Polish Scouts' Organization in the region of Ostrów Wielkopolski in the times of the Nazi occupation. The main objective of the clandestine organization was to carry on the fight for the liberation of the country. Scouts were divided into three groups, the first of which embraced the youngest participants aged 12–14 engaged in auxiliary service and staying aside from all the dangers of the fight; the second group embraced scouts aged 15–17 whose main activity was the illegal street propaganda directed against the Nazi, while the third embraced scouts above 17 years of age engaged in all types of diversion activity. The educational objectives of the organization were as follows: 1) to continue school instruction at clandestine courses as well as to acquire the German language, 2) to ensure safety for all the Polish books and for the scouts' property, 3) to organize aid to war captives and other victims of the war, 4) the acquire and deepen the knowledge of scouts' techniques such as, for instance, communication service and first aid. Although many scouts were captured or killed by the Nazis, the organization avoided treason and carried out its activity till the end of the occupation.

207. SERWAŃSKI, EDWARD and WALCZAK, MARIAN: **Szkolnictwo niemieckie dla dzieci polskich pod okupacją hitlerowską w Wielkopolsce.** (German Schooling for Polish Children in Wielkopolska). *Przegląd Historyczno–Oświatowy* 1973, No. 2, pp. 208–235.

The guidelines for the educational policy in the region of Wielkopolska were advanced by the head of the civil administration named Greiser on October 9, 1939 and extended in the memorial of the section for the racial policy of NSDAP according to Hitler's suggestions. The main points were the following: 1) obligatory teaching German in all primary schools, 2) ensuring a better quality of instruction in the German than in the Polish schools and 3) introducing racial segregation in schooling. The Polish children were allowed to attend no more than primary schools which provided most basic knowledge in the field of German and arithmetics during two hours per day. Schooling started at the age of 9, although at the age of 12 the compulsory professional work was imposed on all the children with only few exceptions in case of special applications to high German officials. Since schools of this type were scarce, the total number amounting to 123 schools in 28 districts of Wielkopolska, thousands of children stayed outside of any school. The teaching staff was recruited from among Germans without educational qualifications, which, in addition to the lack of curricula and textbooks not to say anything of the brutal methods of treating Polish children, made up a despressing picture of the educational system. Moreover, the what were called practical classes were introduced to the teaching plan functioning merely as a disguise for using small children for hard manual work. The author discusses the state of primary schools of this type on the basis of historical sources.

208. SOKOŁ, ARKADIUSZ: **Szkolnictwo i oświata w powiecie jędrzejowskim.** (Education and Schooling in the District of Jędrzejów). PWN Kraków 1973, 191 pp. bibl.

The publication presents an outline of the history of education and schooling in the region of Jędrzejów till the year 1945. The following aspects are considered: the social and economic growth of the region in the 18th century, the origin of schooling, first prominent scientists coming from this territory, the growth of parochial schools, total number of students and graduates from the Jagiellonian University in Cracow coming from the region of

Jędrzejów. The history and organization of schooling is presented in successive periods of time, i.e. during the activity of the Commission for the National Education, in the post-partition period, at the times of the Warsaw Duchy and the Polish Kingdom as well as during the years 1863–1945.

209. SUCHODOLSKI, BOGDAN: **Komisja Edukacji Narodowej na tle roli oświaty w dziejowym rozwoju Polski (1779–1973).** (The Commission for the National Education Against the Background of the Role of Education in the Historical Development of Poland 1779–1973). Ed. 2 Wiedza Powszechna, Warsaw 1973, 263 pp.

The Commission for the National Education, the first ministry of education in Europe, has undertaken a tremendous reconstruction of the Polish nation through education. On the occasion of the 200th anniversary of its establishment the author presents a review of the activities of the Commission and analyzes its role in the growth of the Polish education. The publication is divided into six parts. Part 1 contains a discussion on the origin of the national education, its first universities (The Jagiellonian University in Cracow) and their role in the life of the country. Part 2 is devoted to education in service of petit bourgeois and nobility and outlines the history of humane thought with regard to science and education, special attention being given to the works by Marcjusz and Modrzejewski who declared the need of education for the state. Opinions of non-catholic religious groups are also quoted. Part 3 presents in detail the activity of the Commission for the National Education, its strives for modern education based on up-to-date selection of the teaching content and on rational principles of the education in the socio-emotional sphere which were reflected in the what was called Knigths' School. Part 4 describes the social and political role of the Commission for the National Education. Part 5 pertains to the postpartition period of the Polish history and to the integration of the Polish nation through education in three partition territories. Much place is also devoted to the modernization of the society and its preparation

for the revolution. The last part is fully devoted to education in the liberated Poland.

210. WALCZAK, MARIAN: **Wielkopolska konspiracja oświatowa 1939–1944.** (Clandestine Education in Wielkopolska During the Years 1939–1944). Książka i Wiedza, Warszawa 1972, 285 pp.

The publication contains seven chapters. Chapter 1 presents the political, economic and social situation of Poles in Wielkopolska at the times of the Nazi occupation and against this background depicts the education and culture in the voivodship of Poznań during the years 1939–1945. Chapter 2 lists political organizational assumptions of the clandestine education and the clandestine cultural activity and discusses the origin of the Resistance Movement. Special attention is given to the resistance movement in clandestine education. Chapter 3 based on memoirs by the participants of the resistance movement is devoted to the attitude of the Nazi toward the clandestine education, the degree of safety and the conditions of educational work. Chapter 4 contains an analysis of the quality of instruction at clandestine courses, its methods and forms, stress being also given to selfeducation. Chapter 5 contains a discussion of clandestine educational centers, their organization, scope of activities in particular districts of the voivodship as well as the type of educational and cultural activities. Chapters 6 and 7 deal with the results of the clandestine educational and cultural activity, a qualitative and quantitative analysis being presented. Names of educational workers engaged in clandestine educational activity as well as lists of teachers killed for the participation in the resistance movement are included in annexes.

II. LAWS AND LEGISLATION

211. ZARZĄDZENIE **Ministra Oświaty i Wychowania z dnia 26 maja 1973 w sprawie obowiązkowej nauki pływania dzieci i młodzieży.** (The Ordinance by the Minister of Education Dated May 26, 1973 Concerning the Compulsory Swimming Lessons

for Children and Adolescents). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1973, No. 10, item 78.

The compulsory swimming lessons are being introduced to the curriculum for grades I–IV of the primary school, i.e. for children aged 7–11 as well as for all the children and adolescents participating in any form of organized leisure during the summer holidays. Detailed instructions pertaining to the organization and location of lessons are included in Annex No. 1 to the present ordinance. Tasks of the Local Educational Boards in this field are discussed as well as basic forms of carrying out the instruction at swimming lessons for children and adolescents.

212. ZARZĄDZENIE **Ministra Oświaty i Wychowania z dnia 15 maja 1973 w sprawie organizacji placówek wychowania pozaszkolnego.** (The Ordinance by the Minister of Education Dated May 15, 1973 Concerning the Establishment of Out-Of-School Educational Centers). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1973, No. 10, item 71.

The present Ordinance refers to the what are called youth palaces, youth centers of culture, school sport clubs, Jordan kindergartens, leisure centers for adolescents, community centers for out-of-school activity and other places bearing a specialistic character such as, for instance, experimental fields for young biologists, laboratories for young chemists or young technicians clubs. Rules concerning the establishment and organization of all these centers are presented in Annex No. 1 to the Ordinance which contains 1) a list of objectives of these centers, 2) conditions for the establishment, 3) recruiting participants, their rights and duties, 4) the structure of the center, 5) employment of educational workers for these institutions, 6) parent-teacher committees and a counselling committee and 7) administration and budget. Guidelines as to the direction of work in the centers from the educational and psychological point of view are presented in Annex No. 2.

213. ZARZĄDZENIE **Ministra Oświaty i Wychowania z dnia 25 maja 1973 roku w sprawie organizacji podstawowych studiów zawodowych.** (The Ordinance by the Minister of Education Dated

May 25, 1973 Concerning the Organization of Basic Vocational Courses). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1973, No. 10, item 77.

Basic vocational courses brought into life on the force of the present Ordinance are being established in order to facilitate the acquisition of primary education and vocational training for those who have not graduated from the primary school. General subjects are taught at the level corresponding to that of the day primary school, while theoretical and practical vocational subjects are taught at the level of the non-full secondary vocational school. The Ordinance states the rules of establishing schools of this type, points out rights and duties of the participants, lists curricula and teaching plans as well as the main educational guidelines for the teaching staff.

214. ZARZĄDZENIE **Ministra Oświaty i Wychowania z dnia 23 maja 1973 w sprawie planów i programów nauczania obowiązujących w technikach organizowanych na podbudowie zasadniczej szkoły zawodowej dla niepracujących i pracujących.** (The Ordinance of the Minister of Education Dated May 23, 1973 Concerning the Curricula and Teaching Plans in Secondary Vocational Schools Based on the Non-Full Secondary Vocational Schools for Working and for Non-Working Learners). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1973, No. 10, item 73.

The list of curricula and teaching plans included in the present Ordinance is a complement to the Ordinance issued by the Minister of Education on February 26, 1970. The following specialties are discussed: electronic computers, cellulose technology, paper technology, confectionary and milk processing.

215. ZARZĄDZENIE **Ministra Oświaty i Wychowania z dnia 23 maja 1973 w sprawie planów i programów nauczania obowiązujących w zasadniczej szkole zawodowej i technikach organizowanych na podbudowie 8-klasowej szkoły podstawowej.** (The Ordinance by the Minister of Education Dated May 23, 1973 Concerning Curricula and Teaching Plans for the Non-Full Secondary Vocational Schools and Full Secondary Vocational Schools Based

on the Eight-Year Primary School). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1973, No. 10, item 72.

The Ordinance contains a list of curricula and teaching plans for non-full and full secondary vocational schools and is a complement to the Ordinance issued on December 19, 1968. The following specialties are included: for the non-full secondary vocational school: electro-mechanics of elevators, mechanics and driving, fitting external installations, and for the full secondary vocational school: glass technology, ceramics technology, external fitting, EMC data processing, electric technology, technology of semiconductors and technology of sub-assemblies.

216. ZARZĄDZENIE **Ministra Oświaty i Wychowania z dnia 11 kwietnia 1973 w sprawie policealnego studium zawodowego.** (The Ordinance by the Minister of Education Dated April 11, 1973 Concerning the Postsecondary Vocational Courses). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1973, No. 7, item 46.

The present Ordinance presents rules and regulations for the post-secondary vocational courses designed for non-working and working students, structural principles of the courses, the organization of work, tasks and objectives, the general course of the didactic-educational process, rights and duties of the teaching staff and of the headmaster. Rules and regulations for the participants are also listed, i.e. their basic rights and duties, the number of terms in the school year, the number of examinations, their type, scope and promotion rules.

217. ZARZĄDZENIE **Ministra Oświaty i Wychowania z dnia 15 czerwca 1973 w sprawie powołania zespołu szkół ogólnokształcących dla kształcenia dzieci obywateli polskich czasowo przebywających za granicą.** (The Ordinance by the Minister of Education Dated June 15, 1973 Concerning the Establishment of the Group of General Schools with the Aim to Educate Children of Polish Citizens Temporarily Staying Abroad). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1973, No. 10, item 81.

The present Ordinance pertains to the establishment of the group of general schools the task of which is to provide education for children of Polish citizens who are temporarily staying abroad. The location of this body is given as well as the size, structure and location of the counselling centers. Organizational principles are also discussed alongside with the scope of their activity, rules of choosing headmasters, problems of staffing and the recruitment of pupils.

218. ZARZĄDZENIE **Ministra Oświaty i Wychowania z dnia 23 maja 1973 w sprawie programów i planów nauczania obowiązujących w technikach dla przodujących robotników organizowanych na podbudowie zasadniczych szkół zawodowych.** (The Ordinance by the Minister of Education Dated May 23, 1973 Concerning Curricula and Teaching Plans for Full-Secondary Vocational Schools for Leading Workers and Based on the Non-Full Secondary Vocational School). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1973, No. 10, item 74.

A list of curricula and teaching plans included in the present Ordinance is a complement to the Ordinance by the Minister of Education issued on February 25, 1972. The following specialities are discussed: industrial technician in the electric industry, industrial technician in the electromachine industry, industrial technician in the textile industry and industrial technician in the clothing industry.

219. ZARZĄDZENIE **Ministra Oświaty i Wychowania z dnia 30 maja 1973 w sprawie przekształcenia liceów pedagogicznych w studia wychowania przedszkolnego.** (The Ordinance by the Minister of Education Dated May 30, 1973 Concerning the Transformation of Full Secondary Educational Schools into the Schools for Kindergarten Teachers). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1973, No. 11, item 87.

The Ordinance pertaining to the establishment and organization of schools for kindergarten teachers presents curricula and teaching plans for the two main lines, i.e. for day-schools enrolling graduates from the eight-year primary school and from secondary schools and for the

extramural schools designed for practising teachers. Day-schools are divided into three categories, i.e. 1) for graduates from the eight-year primary school, with courses lasting 12 terms, 2) for graduates from the secondary school for music or for fine arts with courses lasting 3 terms, 3) for graduates from the general secondary school, who are to learn in the school for kindergarten teachers for 4 terms.

220. ZARZĄDZENIE **Ministra Oświaty i Wychowania z dnia 25 kwietnia 1973 w sprawie utworzenia w Poznaniu Oddziału Zamiejscowego Instytutu Badań nad Młodzieżą.** (The Ordinance by the Minister of Education Dated April 25, 1973 Concerning the Establishment of the Extension of the Warsaw Institute for Research on Youth in the City of Poznań). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1973, No. 9, item 66.

On the force of the Ordinance by the Minister of Education a new extension of the Warsaw Institute for Research on Youth has been established in the City of Poznań. The extension is an independent research center subjected to the head of the Institute for Research on Youth. The extension contains 1) The Section for the Theory of Scout Education and the Methodology of Educational Work, 2) The Section for Collecting and Verifying Educational Experiences of Schools, 3) The Section for Administration and Economics. The Ordinance states the scope of the activities to be carried out by the new research center and determines principles of managing the extension.

221. ZARZĄDZENIE **Ministra Oświaty i Wychowania z dnia 31 maja 1973 w sprawie zakresu działania kuratoriów okręgów szkolnych.** (The Ordinance by the Minister of Education Dated May 31, 1973 Concerning the Scope of Activities on the Part of the Local Educational Boards). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1973, No. 10, item 79.

According to the present Ordinance the Local Educational Boards as district administration centers in the field of education are to fulfill the following tasks: 1) supervise and guide all the educational institutions subjected to them, i.e. schools tutelar centers, out-of-school centers,

etc., coordinate their educational activities as well as visit and evaluate schools, 2) supervise the proper realization of the Teacher's Charter as well as other rules and regulations alongside with carrying out the employment policy in the field of education and dealing with the living conditions of all the educational workers, 3) coordinate activities of all the sections and department for education and culture, and 4) prepare drafts of guidelines pertaining to the growth of schooling and other educational institutions in their region.

222. ZARZĄDZENIE **Ministra Nauki, Szkolnictwa Wyższego i Techniki oraz Ministra Oświaty i Wychowania z dnia 21 kwietnia 1973 w sprawie zasad rekrutacji, warunków i trybu weryfikowania nauczycieli na studia dla pracujących w szkołach wyższych.** (The Ordinance by the Minister of Science Higher Education, and Technology and the Minister of Education Dated April 21, 1973 Concerning Principles of Recruitment, Conditions and Course of Enrollment of Teachers for Higher Schools for Working Adults). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1973, No. 8, item 62.

The Ordinance informs of the age limit for teachers subject to the compulsory in-service training at academic extramural departments. Institutions which will participate in qualifying candidates for studies are listed and duties are presented of these institutions in the field of recruitment, verification and finally — organization of preparatory courses for teachers to be enrolled in extramural departments of unięersities. The course of considering objections and applications is also stated in detail.

223. ZARZĄDZENIE **Ministra Oświaty i Wychowania z dnia 11 maja 1973 w sprawie zmiany programu ośmioklasowej szkoły podstawowej.** (The Ordinance by the Minister of Education Dated May 11, 1973 Concerning Changes in the Curriculum of the Eight-Year Primary School). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1973, No. 9, item 67.

The Ordinance issued by the Minister of Education introduces changes to the curriculum of the eight-year primary school. All the changes are listed in "The Instruction"

included in an annex to the Ordinance. The first part of the Ordinance presents theoretical assumptions underlying the curriculum changes, while the second part contains detailed remarks concerning the scope and types of changes, while the second part contains detailed remarks concerning the scope and types of changes in the field of the Polish language, polytechnical education and the fine art education in grades I–IV of the primary school and in the field of the Polish language, polytechnical education and the preparation for the defense of the country in grades V–VIII of the primary school.

III. GENERAL INFORMATION ON EDUCATION

224. BEREZOWSKI, EUSTACHY and DŁUGOSZOWA, JANINA: **Techniczne środki nauczania. Środki wzrokowe i słuchowe.** (Technical Teaching Aids. Audial and Visual Aids). PZWS, Warszawa 1973, 184 pp.

The authors have minimized the theoretical part of the publication fully concentrating on the description of particular teaching aids and on the discussion on their application in the teaching-learning process of various subjects. Chapter 1 presents the concept, functions and a classification of technical teaching aids. The successive chapters are divided into two groups presenting audial and visual teaching aids respectively. Each chapter contains a short history of the teaching aid to be described. The final chapter is devoted to developmental prospects in the field of audial teaching aids. The book is to be followed by another publication by the same authors presenting audio-visual aids as well as aids automatizing the process of instruction.

225. BRZEZIŃSKA, ANNA: **Struktura obrazu własnej osoby i jego wpływ na zachowanie.** (The Structure of the Self-Image and Its Impact on Behavior). *Kwartalnik Pedagogiczny* 1973, No. 3, pp. 87–97.

The author presents the definition of the self-image and discusses the process of building up the self-image in the course of the child's development. Consideration is given to the gradual acquisition of information concerning features, functions and relationships between them as well as to acquiring knowledge of the own characteristic features of the individual. Formation of the selective behavior, differentiated according to the type of the situation is also discussed. In the final part of the article the author concentrates on the ideal self and on self-evaluation based on internal and external criteria. Stability of self-evaluation is also discussed at length.

226. BRZEZIŃSKI, JERZY: **Kształtowanie się mechanizmu kontroli emocjonalnej.** (Formation of Emotional Control Mechanisms). *Kwartalnik Pedagogiczny* 1973, No. 3, pp. 99–108.

The author presents a review of theories and opinions concerning regularities in the development of emotional control mechanisms in children. Emotional control mechanisms are here discussed from the point of view of their significance for the socialization processes. Part 1 of the publication contains a discussion of the emotional maturity and emotional control on the basis of Polish and foreign writings on the subject as well as of the author's own concepts. Opinions of Holligworth, Bridges, Saul, Richards, Hilgard and Lewicki are critically reviewed. Part 2 is devoted to the origin and to the cultural conditioning of the emotional control.

227. CACKOWSKI, ZDZISŁAW: **Nauczanie szkolne a kształcenie światopoglądowe.** (School Instruction and Ideological Education). *Kwartalnik Pedagogiczny* 1973, No. 3, pp. 21–34. Rez. Sum.

The author advances postulates aiming at the establishment of a high quality ideological education in school. Consideration is given to the scientific outlook upon the world, the components of which are the following: 1) broad horizons in understanding the world and readiness to rationally evaluate all the phenomena of past, present and future, 2) a humanistic system of values, and 3) a broad

and scientifically oriented knowledge of conditions of the human life. The author discusses the role of school, home, youth organizations and mass-media in the formation of the scientific outlook upon the world. Special consideration is given to school instruction and to the learning of special disciplines such as, for instance, history, philosophy or ethics which present systems of values. According to the author, special disciplines are insufficiently utilized for the process of attitude and outlook formation. Emphasis should be given to selection of the teaching content from various subject areas with the aim to utilize it in the educational and not only in the didactic process. The role of joining school activities with various spheres of the actual life of the community is also stressed. Implications are then analyzed for school curricula, intersubject correlations, teacher training and for the development of reading habits in pupils.

228. DENEK, KAZIMIERZ: **Stan i potrzeby krajoznawstwa i turystyki w szkole.** (The State and Needs of Tourism and the Know-Your-Country Movement in the School). *Ruch Pedagogiczny* 1973, No. 3, pp. 309–330.

The article contains an explanation of the terminology used by the author, guidelines for the research on the subject of the role of tourism and the know-your-country movement in the school, a discussion of the significance of tourism and the know-your-country movement for the education in the socio-emotional area as well as for the teaching process, an analysis of reasons underlying the low utilization of these educational forms in school as well as a list of remedial measures to be undertaken in primary and in secondary schools with the end to promote the ideas of tourism among the young people.

229. DYSKUSJA **nad przyszłością szkoły wiejskiej w świetle założeń i tez raportu o stanie oświaty.** (Discussion on the Future of the Rural School in the Light of Principles and Theses Presented in the Report on the State of Education in Poland). *Wieś Współczesna* 1973, No. 8, pp. 22–44.

The article presents several opinions issued by Polish educators on the subject of the future of the rural school. I. Jundziłł concentrated on the participation of pupils in the teaching-learning process as well as on the evaluation of modernization activities from the point of view of the pupil. W. Okoń stressed the necessity to promote preschool education in the rural regions, liquidating discrepancies in school readiness between the rural and the urban child and promoting secondary education. T. Głuszkowski and M. Strąk discussed one of the solutions presented in the report on the state of education (solution II/B) from the point of view of the participation of the rural pupil in culture. J. Poniatowski pointed to the inadequateness of proposals to prolong education on the grounds of the delayed starting the systematic, professional work. K. Podoski advanced postulates concerning the modernization of the school network and T. Wiloch stressed the necessity to promote secondary general education as a basis for lifelong education.

230. JANOWSKI, ANDRZEJ: **Młodzież a świat wartości — propozycje badawcze.** (The Youth and the Values — Research Proposals). *Kwartalnik Pedagogiczny* 1973, No. 3, pp. 35–46. Rez. Sum.

Several problems dealing with secondary school youth attitudes toward the values highly evaluated by the society of adults were brought forward in the article. The youth's attitudes very important from the educational point of view, but unsufficiently known to the pedagogues are here discussed. The article shows a list of problems which should be a subject of interest and pertinent research. The following matters are here presented: the place of values in the student's life, the youth interests in social and ideological problems and the attitude toward the own country. In the second part of the article the author discusses the role of the school in attitude formation. Special attention is given to the necessity of investigating the circumstances under which the school would be able to form nonconformist and creative attitudes among the young people. In this relation the author considers the problem of doublefacedness of the students' attitudes in

school and the divergencies between the values admitted and practised.

231. KRZYSZTOSZEK, STEFAN: **Instytut Badań nad Młodzieżą i kierunki jego działalności.** (Institute for Research on Youth and Its Activity). *Nowa Szkoła* 1973, No. 7/8, pp. 6–9.

The Institute for Research on Youth was established on the force of the Resolution by the Council of Ministers dated June 15, 1972. The Institute functions as a research center attached to the Ministry for Education and is divided into the following sections: 1) the Section for Social Psychology, 2) the Section for the Organization of Leisure and 3) the Section for Education in the Socio-Emotional Sphere. Moreover, three additional sections will be established instead of the present teams, i.e. the Section for School and Professional Orientation, the Section for Research on Psychic Health and the Section for Research on Youth of the Worker Origin. Research plan of the Institute embraces the following subjects: attitude formation in youth, abilities of the young people, educational and professional counselling, the living conditions and the professional status of the youth of worker origin, health problems, marriages below age, alcoholism of youth, suicides of adolescents, as well as tourism, sport, participation in culture and organization of leisure time activities.

232. KUMOR, ALEKSANDER: **Telewizja, percepcja, wychowanie.** (Television, Perception and Education). PWN, Warszawa, 367 pp. Sum. Rez.

On the basis of theoretical considerations pertaining to ethical, psychological and sociological foundations for art springing from the advancement in technology the author presents a set of problems connected with the role of art in general education. The book is divided into four parts. Part 1 includes a discussion of aesthetical categories common to photography, radio, film and television. Television is thus presented against the background of related artistic activities, the nature of which is then confronted with that of traditional art. Parts 2 and 3 are devoted to per-

ception of television. Part 4 and contains a review of changes occurring in the modern art as well as a presentation of educational functions of television in the formation of the viewer's personality.

233. KWIATKOWSKA, HENRYKA: **Wpływ utworów literackich na kształtowanie się postaw moralnych uczniów.** (The Impact of Literature on the Formation of Attitudes in Primary School Pupils). *Kwartalnik Pedagogiczny* 1973, No. 2, pp. 117–128.

The article is a report on research concerning the impact of literature listed in the curriculum for the primary school on the formation of moral attitudes in pupils. Investigations were carried out in the year 1971/72 in grade VII of four Warsaw primary schools and aimed at pointing out a teaching method most efficient from the point of view of the attitudinal change. Two teaching methods were examined: teaching by catechetical methods and teaching by emotional exposure. Attitudes toward the home country and toward human suffering were examined. Research was carried out in three phases. Phase 1 consisted in assessing the attitude of pupils before the experiment, phase 2 consisted in measuring the attitudes of pupils immediately after the experiment and phase 3 — in measuring the attitudes 2 months after the end of the research proper with the aim to find out the degree of durability. The following techniques were used: the natural experiment, sentence completion technique, questionnaires and interviews with the teachers. Investigations demonstrated that teaching through emotional exposure has a stronger impact on the formation of attitudes than teaching by catechetical methods.

234. MALINOWSKI, MARIAN (ed.): **Młodzież w 25-leciu PRL.** (Youth During the 25 Years of the Polish People's Republic). Iskry, Warszawa 1973, 317 pp.

The publication contains proceedings of the 3rd conference of Historians of the Youth Movement which took place in Lublin in December 1969. The conference concentrated on the history of the youth movement in the

Polish People's Republic. The following periods have been distinguished: 1) 1946–1956, from the establishment of the Central Committee for the Agreement of Youth Organizations until the end of the activity of the Association of the Polish Youth, and 2) 1956 till now, starting from the end of the Association of the Polish Youth and the origin of the Socialist Youth Association and the Peasant Youth Association. The conference was the first attempt at a scientific analysis and evaluation of the youth movement in the Polish People's Republic. The present publication contains two basic reports: 1) B. Hillebrandt, G. Słabek entitled "Progressive Traditions of the Polish Youth Movement" and 2) S. Jarecka "Attitudes of the Peasant Youth During the 25 Years of the Polish People's Republic". Moreover, 8 research reports are included as well as materials from the discussion.

235. MUSZYŃSKI, HELIODOR: **Aktualne problemy wychowania ideowo-moralnego i światopoglądowego w Polsce.** (Some Present-Day Problems of Ideological and Moral Education in Poland). *Kwartalnik Pedagogiczny* 1973, No. 3, pp. 3–18, Rez. Sum.

The author analyzes the state of ideological and moral education in Poland pointing to shortcomings in the educational work in this field and postulating changes to be introduced to the activities organized by the school. Successive stages of the child's development are discussed as well as stages in the moral and ideological education at preschool centers, in the primary and in the secondary school. Much attention is given to the value of children's books. The author points at the primary school as the most important period in the formation of the child's personality. A detailed discussion follows of the significance of curricula, handbooks, teaching plans, forms and methods of education in the socio-emotional sphere and the teacher's qualifications. In the final part of the article the author concentrates on the educational work in the secondary school and especially on the activities of youth organizations, their objectives and methods of goals attainment. The role of the mass-media is also stressed.

236. OKOŃ, WINCENTY (ed): **Nowe tendencje w dydaktyce.** (New Trends in the General Theory of Instruction). Ossolineum, Wrocław 1973, 361 pp. *Studia Pedagogiczne* Vol. XXV.

The present volume of "Studia Pedagogiczne" is a part of the series of publications devoted to educational problems. It contains a collection of articles pertaining to new trends in the teaching methodology in particular subject-areas as well as in the general theory of instruction. The articles can be grouped round three main topics. The first group pertains to general problems of the modern didactics and contains articles by W. Okoń concerning the impact of the revolution in science and technology upon the school, a study by Z. Pietrasiński concerning the formation of creative attitudes in children and an article by Z. Dąbrowski on the school instruction in the times of information growth. The second group concentrates on programming and on the utilization of computers for modelling and prognosticating education. Cz. Kupisiewicz presents an article on the programmed instruction in the school system, K. Kruszewski — on principles underlying the construction of a programmed text, B. Mazur — on modelling the process of instruction through mathematical methods, T. Wójcik — on the new code of the Polish language based on a phonemgraphic isomorphism to be utilized by computers, M. Rusinkiewicz — on the use of computers in prognosticating education and P. Pietrzyk — on the model of the teaching process employing the teaching machines (KISI–5, KISI–7 and KISI–8). The third group contains articles from the field of the teaching methodology. B. Komorowski presents research on the attitude formation through literature. H. Komorowska reports on research concerning the cognitive and the empirical approach to teaching foreign languages. G. Jesz discusses the selection and gradation of problem situations in teaching physics. J. Soczewka draws a comparison as between the research and the learning process from the point of view of improving the teaching methods in the field of chemistry. M. Sawicki considers various aspects of training gifted students in the field of science and H. Pochanke presents an analysis of ways aiming at the development of technical thinking in primary school pupils.

237. PAWLAK, WIKTOR (ed): **Ze studiów nad metodyką nauczania języków obcych.** Materiały z ogólnokrajowej konferencji naukowej odbytej 9 listopada 1969. (Studies on the Methodology of FL Teaching. Proceedings of the Conference Held at the University of Poznań, November 9, 1969). UAM, Poznań 1971, 79 pp.

The main objective of the conference was to stress the need for guides in teaching foreign languages in extramural departments. Special guides for the learner accompanied by a set of audial teaching aids can help the learner in acquiring a foreign language in the course of self-instruction. The general reports presented in the first, theoretical part of the conference were also oriented toward the problem of form and functions of the guide. L. Zabrocki delivered a report entitled "Main Problems in the Teaching of Foreign Languages", A. Mikulicz and L. Klimczyk — "Modernizing the Teaching of Russian at Extramural Departments", W. Trambacz — "Methodological Assumption of a New Concept of Guide Construction for Western Languages". During the discussion F. Grucza spoke about the teaching methodology at extramural departments, J. Kośla about the selection of the teaching content and about the significance of TV in language teaching, S. Pieczara — about the most important factors influencing the educational achievement in the field of French at extramural departments, S. Fiedorowicz about selection and gradation of the teaching content in the field of Russian for extramural departments, B. Borysiuk about conditions indispensable for self-instruction and J. Patynek about his research on the value of the guide for the teaching of Russian in the opinions of students of extramural managing departments.

238. PRZECŁAWSKI, KRZYSZTOF: **Turystyka a wychowanie.** (Tourism and Education). Nasza Księgarnia, Warszawa 1973, 144 pp.

The author discusses the history of tourism, its development, social and educational functions as well as its prospects. The development of tourism is presented in three chapters: 1) till the end of the 18th century, 2) in the 19th century, and 3) till World War II. Present-day tourism

is discussed with regard to characteristic features, forms and factors determining its scope. Sociological aspects of tourism are stressed as well as its educational aspects. Educational objectives to be attained by means of tourism are listed alongside with forms and ways of their realization. Attention is given to the function of tourism for the education of tourists as well as of inhabitants of visited regions.

239. PRZYKŁADY **lekcji problemowych.** (Examples of Problem-Solving Lessons). (J. Bobula et al.), PZWS, Warszawa 1973, 328 pp.

The publication presents exemplificatory materials for the problem-solving instruction in a vocational school. Part 1 by T. Nowacki contains a discussion of the crucial pedagogical principles underlying the teaching method in question. Part 2 presents examples of lessons in physical chemistry, bookkeeping, economics and managing the industrial plant, electronics, etc. Part 3 is devoted to the learning process taking place during lessons conducted by means of the problem-solving method. Examples of lessons are accompanied by analyses of the subject, clarification of the educational aims to be attained, ways to evaluate educational achievement and ways to modify the structure of the lesson when desired. Much attention is also given to the equipment of workshops, teaching aids as well as to the time allowance for each of the parts of the problem-solving lesson. A bibliography of the subject is included.

240. RATAJ, MARIAN: **Podstawowe założenia organizacji kształcenia i wychowania w roku szkolnym 1973/74.** (Main Assumptions of the Organization of Education in the School Year 1973/74). *Klasy Łączone* 1973, No. 3, pp. 132–138.

The article contains a discussion of "The Instruction Concerning the Teaching and Upbringing in the School year 1973/74" issued by the Ministry of Education as well as of other materials accompanying "The Program of Activities of the Ministry of Education for the Years 1972/1975". The most important items stressed in these documents are: 1) many-sidedness of the educational process organized by

the school, home, family, youth organizations and out-of--school institutions, 2) harmonious joinining didactic, educational and tutelar functions in the school, 3) rational organization of the educational work of schools by intensifying activities at lessons and diminishing the amount of homework assignments. Much attention is also given to the organizational changes, e.g. to the division of the school year into two terms and to diminishing the amount of administrative work to be done by the teacher. The author points to the increase in the requirements toward the workers of school administration.

241. RODZIEWICZ, EWA: **Kategoria młodzieży nie uczącej się i nie pracującej jako wynik braku integracji systemu szkolnego ze środowiskiem.** (Youth Staying Outside Work and Learning as a Result of Disintegration of School and the Community). *Ruch Pedagogiczny* 1973, No. 3, pp. 371–379.

The author reports on research carried out in the region of Gdańsk. Investigations aimed at stating the role and functioning of the school on the one hand and at assessing the number of adolescents staying outside work and learning, their living conditions and character on the other. Data have been collected by means of analyzing school documents, documents of the Local Educational Board, files of the Militia Headquarters for the Voivodship of Gdańsk and registration cards at the Labor Troop of the Gdańsk Shipbuilding Plants. Then, living conditions of adolescents staying outside work and learning were investigated. The author discusses the size of the phenomenon as well as its causes. Attention is given to non-school causes, i.e. to the demographic situation, manpower in a given region, employing unqualified workers or workers qualified in branches others than those represented by a given employing institution and vocational school graduate unemployment in some regions of the country. An analysis follows of the what are called intraschool causes, i.e. drop-out, screening, shortcomings in the school network, inadequate school premises and shortcomings of the school statistics. On the basis of research results the author advances several postulates addressed to educational authorities.

242. SUCHODOLSKI, BOGDAN (ed): **Człowiek i wartości — możliwości i granice przeżywania.** (The Man and Values — Possibilities and Limits of Experience). Ossolineum, Wrocław 1972, 97 pp. Polska 2000, No. 5.

The present publication is the fifth in a series entitled "Poland 2000" and deals with forecasts pertaining to humanity and culture. Part 1 of the present volume is devoted to the present state of the relation of the man to his environment and to the perspectives of changes in attitudes, needs and endeavors of humanity. Attention is also given to generalized patterns and styles of behavior which are well anchored in social consciousness and to higher structures determining these patterns such as, for instance, moral norms, systems of values, world outlook or ideologies. Research is also presented concerning the conditions for the full personality formation and for increasing the human motivation with regard to the environment change. An analysis follows of features characteristic for the man both in the physical and in the psychic sphere. Part 2 contains reports on research carried out during the years 1970–1972 on a sample of general and vocational secondary school students and young workers aged 18–23. Investigations aimed at stating factors determining the career of adolescents and at pointing out values most important for the young people. A report follows on research which embraced 194 primary school pupils with the aim to state the way of evaluating the world on the part of learners at the end of the compulsory education period. The final report pertains to the competition for adolescents entitled "Our Hero of the Year" during which adolescents were to choose their own hero revealing features and activities most highly evaluated by the young people. Data were collected by the Polish Radio and by one of the youth newspapers. An analysis of the choices was then completed by researchers pertaining to the young people's aspirations and models.

243. SUCHODOLSKI, BOGDAN and WOJNAR, IRENA: **Nasza współczesność a wychowanie.** (Contemporaneity and Education). Nasza Księgarnia, Warszawa 1972, 359 pp.

The publication analyzes the most characteristic features

of the present-day civilization from the point of view of their impact on the shape of education. The authors discuss the situation of the contemporary man in epoch of technology and urbanization. Stress is given to the increasing role of science and art in the process of objective integration with the world and subjective personality integration. The book contains seven chapters. Chapter 1 is devoted to modernity and contemporaneity as an educational environment influencing the shape of schooling and requiring creativity and committment on the part of the teacher. Chapter 2 presents various aspects of the figth for wealth of the community at the times of the demographic growth, growth of production, revolution in science and technology and against this background draws a comparison as between the selection of teaching content in the capitalist and in the socialist countries. Chapter 3 contains considerations concerning the formation of new social and political trends focused on the man as a citizen as well as on his individual needs confronted with the needs of the society. Chapters 4 and 5 are devoted to the impact of science, technology and art on the contemporary man. Chapter 6 deals with urbanization and the attitude of the man toward his natural environment, labor and culture. The last chapter deals with integration and commitment, styles of life, the real world versus the world of information, foundations for education, its growth and perspectives.

244. SZYMAŁA, LUDWIK: **Ocena ze sprawowania i jej współczesna funkcja.** (Evaluating Behavior and Its Present-Day-Function). *Chowanna* 1973, No. 2, pp. 231–237.

The author concentrates on the function of evaluating behavior of learners in school pointing out that so far the problem has not been discussed in the educational writings because of the significance ascribed merely to its accuracy. It is stated in the article that the former evaluation technique has never embraced the participation of learners in socially useful activity such as, for instance, editing school magazines, helping slow learners, etc. Possibilities to include these aspects into the evaluation process are discussed on the example of several schools from the region

of Katowice which worked out new criteria for the evaluation of student's behavior. All the criteria were divided into three groups: 1) social activity embracing the learner's participation in youth organizations, fulfilling duties and performing functions in an accurate way, spontaneous engaging in the social activity, care for the common good, attitude toward labor and toward friends, 2) behavior embracing school and out-of-school behavior, verbal behavior, cleanliness, honesty, truthfulness and 3) attitude toward school work embracing the regularity of school attendance, punctuality, systematicity, dilligence, accuracy and the educational attainment as compared to abilities. Moreover, instead of the former four-point scale a five-point scale was introduced.

245. WŁODARSKI, ZIEMOWIT: **Spór o młodzież. Szkice psychologiczne.** (An Argument Concerning Youth. Psychological Essays). Nasza Księgarnia, Warszawa 1973, 145 pp.

This publication from the field of the educational psychology contains a discussion of problems connected with the youth. The author analyzes some widespread opinions of journalists against the scientifically based knowledge of the youth. Special attention is given to differences caused by non-uniform geographical and historical conditions. The problem of developmental acceleration is also considered as well as difficulties occurring at the period of adolescence. A discussion follows of needs in the field of preparation for the social, professional and family life. Essays are also included on the subject of adolescents' sexual life, parental authority, ideology of the youth, attitude toward religion and juvenile delinquency.

IV. SOCIAL AND EDUCATIONAL SCIENCES

246. CHMIELNICKI, NAUM: **Zarys socjologii wychowania.** (The Sociology of Education. An Outline). Uniwersytet Śląski w Katowicach, Katowice 1972, 203 pp.

Chapter 1 is devoted to the scope of the sociology of education. Chapter 2 presents a review of theories concerning

personality, its biological foundations and social roles, self-consciousness, social control, integration and disintegration of personality. Chapter 3 discusses the social roles within the family. Chapter 4 is fully devoted to problems of the peer group (group-forming factors, aims, popularity and leadership, educational significance of the peer group, friendship in adolescence). Chapter 5 presents the social function of the school and some sociological problems connected with educational management. Chapter 6 discusses the formal and informal structure of the school class, techniques for obtaining information concerning this structure and educational implications to be drawn from the sociogram. Chapter 7 and 8 deal with the perception of content provided by mass-media and Sheir social function. Chapter 9 presents the educational process against the background of the local community, national culture and schools tasks.

247. KAMIŃSKI, ALEKSANDER: **Funkcja opiekuńczo-wychowawcza szkoły.** (The Educational and the Tutelar Activity of the School). *Nowa Szkoła* 1973, No. 7/8, pp. 40–44.

The article contains a discussion of statements included in the publication prepared by the Committee of Experts in Education entitled "Assumptions and Theses of the Report on the State of Education in Poland" as well as in a publication of the Ministry of Education entitled "The Organization of Education in the School Year 1973/74". The discussion pertains merely to problems connected with the educational and tutelar activity of the school oriented toward the aid to children threatened by school failure. The author points to the guidelines of the Ministry of Education concerning the formal liquidation of non-promotion in grades I–IV and states that almost all cases of school backwardness at this level are caused by the child's living conditions, financial and cultural status of the family and the amount of time devoted to the child. The guidelines mentioned above are therefore interpreted as a chance to liquidate educational and cultural gaps during the first four years of schooling. Moreover, this period will function as a selection period after which all the other possible causes of backwardness will be fully revealed. Therefore, at the period following that of initial instruc-

tion a vast number of vocational courses will be established at which learners who do not succeed in realizing the compulsory primary education will acquire vocational training according to their capabilities. Much attention is also given to the network of vocational advisory centers and centers for educational and psychological counselling. Besides, stress is laid on tutelar activities of the school. In order to improve the present state of this activity a full-time job for an educator without any teaching load is introduced to schools of above 600 students. His main duty will be to organize and coordinate tutelar activities of all types in and out-of-school as well as to organize lectures or courses promoting the educational knowledge of parents.

248. KAWULA, STANISŁAW: **Uwarunkowania i skutki wiedzy pedagogicznej rodziców wiejskich.** (Conditioning and Consequences of the Amount of Pedagogical Knowledge in Rural Parents). *Wieś Współczesna* 1973, No. 5, pp. 81–89.

The author presents a report on the research concerning the correlation as between the amount of pedagogical knowledge in rural parents and the cultural features of their environment on the one hand and as between this knowledge and the educational achievement of rural pupils, on the other. Data have also been collected concerning the age of parents, their social origin, profession and living conditions. A significant correlation has been demonstrated as between the amount of pedagogical knowledge in parents and the educational achievement of the children. The pedagogical knowledge was considerably deeper in postwar generations of rural parents. Distinct correlation has also been found as between the amount of this knowledge and the social origin and the professional status of parents. Reasons of low educational achievement were also traced back to the living conditions of some rural families.

249. KULAS, HENRYK: **Aspiracje zawodowe i motywy wyboru zawodu uczniów klas ósmych dwóch różnych środowisk wiejskich.** (Professional Aspirations and Motivation for the Choice of a Profession on the Part of Adolescents from Two Different

Rural Communities). *Ruch Pedagogiczny* 1973, No. 2, pp. 239–245.

The author presents a comparison of 48 adolescents from a small, distant village and from a big, modern one with regard to the level of professional aspiration and motivation for the choice of a profession. Research techniques used were the following: questionnaires, interviews, guided compositions, intelligence tests and interviews with parents. The following conclusions are presented: 1) In both groups the level of aspiration was formed in early childhood, 2) The choice of a profession is highly conditioned by the environment, 3) The role of school in vocational orientation is insignificant, 4) Adolescents from small villages choose professions requiring no higher studies and in most cases no secondary school, 5) Adolescents from big villages choose professions requiring at least secondary education, boys preferring the engineering professions, girls — the educational ones.

A detailed discussion of research results follows in the course of which the author points out the necessity to stress the role of school in professional orientation thus avoiding faulty decisions on the part of adolescents.

250. MARCZYK, WOJCIECH: **Czas wolny i formy jego spożytkowania w rejonie uprzemysłowionym.** (Leisure Time and Its Organization in an Industrialized Region). *Ruch Pedagogiczny* 1973, No. 2, pp. 166–179.

The author discusses the modernization of forms in organizing leisure time by inhabitants of village and small-town areas subject to industrialization processes. Changes in the forms of organizing leisure were investigated by means of a questionnaire administered among the inhabitants of selected regions as well by means of investigations. Data were collected pertaining to the amount of leisure time, to its past forms and to its present organization. Functions of various types of leisure time activities such as, for instance, looking through the window, conversations with other members of the family, meeting neighbors, dancing, religious activities, etc. were analyzed in each particular community. The author presents re-

search results pertaining to new activities which have been introduced to the time budget or which have been widely promoted only recently e.g. radio, TV, reading, cinema-going, sport. Attention is also given to the present-day structure of leisure time activities as compared to past activities. Much place is also devoted to difference in the organization of leisure time in various regions, their causes being then traced back to economic, demographic and social characteristics of the region.

251. RATAJ, MARIAN: **O nowoczesny system oświaty i wychowania na wsi.** (Modernization of the Educational System in the Rural Regions Required). *Ruch Pedagogiczny* 1973, No. 3, pp. 261–376.

The author discusses the present state of education in the rural regions pointing to the urgent need of modernizing the rural schooling within the frames of the coming school reform. The significance of the problem is demonstrated on the basis of considerable discrepancies between the quality of education provided in urban and in rural schools. Vast differences have been revealed during the evaluation of educational attainment while their size was stated to require immediate measures on the part of the educational administration. The author stresses the role of the quality of instruction in the primary school, since it will prove crucial for the implementation of the coming school reform and for promotion of the secondary education. A discussion follows of the effects yielded by district, collective schools of a new type which have been recently established. The author analyzes the structure of the district school, its organizational assumptions, educational and tutelar tasks, the network of district schooling, staffing and equipment. Attention is given to the quality of education to be expected.

252. SUFIN, ZBIGNIEW: **Praca jako wartość społeczna w środowisku wiejskim.** (Labor as a Social Value in the Rural Community). *Rocznik Socjologii Wsi* 1970, No. 10, pp. 165–183, ill. tab.

The article is a report on research carried out by the Public Opinion Research Center in two communities, an urban

and a rural one. Research objective was to state the place of labor in the hierarchy of values with regard to the two components, i.e. accuracy and creativity. The evaluation of labor was investigated against the background of other values grouped into three categories: 1) ethical values, 2) social values and 3) praxiological values, e.g. modesty, systematicity, diligence, helpfulness, energy, knowledge, leaderlike features, etc. Research covered 1833 inhabitants of towns and 934 inhabitants of villages forming a quota sample. Research results demonstrate a similarity as between the hierarchy of values in two communities, which witnesses to the unification tendencies in the rural and urban areas. Attention is given to the value of verbal declarations and to inferences referring to the actual realization of postulates advanced on the questionnaire. An analysis follows of research results in the rural areas from the point of view of peasants' aspirations to the urban culture and of the strength of traditional rural models.

253. ŚWIĄTEK, MACIEJ: **Funkcjonowanie systemu oświaty i wychowania w różnych środowiskach.** (Functioning of Education in Communities of Various Types). *Nauczyciel i Wychowanie* 1973, No. 3, pp. 104–110.

A team of research workers attached to the Commission for the Educational Sciences at the Polish Academy of Sciences organized two conferences in the years 1971 and 1972, both devoted to the functioning of education in various regions of the country. Reports delivered at the conferences aimed at presenting the state of education as well as at advancing postulates concerning its improvement. The team attached to the Commission for the Educational Sciences, on the basis of materials drawn from these conferences, initiated research, the aim of which was 1) to evaluate the research on the subject of educational ideals, goals and objectives as a basis for the activity of the educator in his community, and 2) to complete a comparative analysis of the functioning of education in various types of the community and various types of the social milieu in order to prepare accurate drafts of future innovative research. Empirical research was started in

three types of the community a) in big towns, b) in industrialized rural regions and c) in peripherical villages. The big town environment was investigated with regard to elements of the educational system existing in school, family and out-of-school institutions and their efficiency measured by the general educational attainment and by the size of the social margin. The industrialized rural region was also examined from the point of view of elements of education, although the analysis of their interaction is still lacking. The peripherical environment was carefully investigated as far as the quality of education is concerned as compared to the other two regions and with regard to the network of schools.

254. WILGOCKA-OKOŃ, BARBARA: **Środowiskowe determinanty szkolnego startu dzieci.** (The Environmental Conditioning of the School Start). *Wieś Współczesna* 1973, No. 5, pp. 73–80.

The author discusses several social factors conditioning in all-round development of the child and especially his attaining the level of physical, intellectual and social development indispensable to start school learning. Considerations are based on research conducted by the author. Investigations were carried out on a representative sample of Polish children aged 6 and 7. Alongside with the administration of tests assessing the intellectual, physical and social level of the child information was also collected pertaining to each individual child with regard to his birthplace, place of residence, participation in kindergarten activities and health state, to the child's family with regard to the amount of education in parents, the profession exercised, etc. and to the cultural level of the family measured by the participation in culture e.g. films, TV, theater, reading habits, etc. Research demonstrated significant differences as between the school readiness of rural and urban children, no differences being found between sexes. I has been stated that the influence of the kindergarten is especially strong in the case of children coming from rural regions. The amount of education in the mother was also found significant for the over-all development of the child. A high correlation was also detected as between the access to radio and television on

the one hand and the level of school readiness, on the other.

255. WYPOCZYNEK **dzieci i młodzieży. Program i organizacja pracy wychowawczej.** (Leisure of Children and Adolescents. The Program and the Organization of the Educational Work). Horyzonty, Warszawa 1973, 312 pp. Ministerstwo Oświaty i Wychowania.

The publication contains a collection of articles which are designed for the formmaster as a guide to the organization of educational centers dealing with leisure of children and adolescents. In part 1, bearing a general character, P. Rządca describes the educational objectives in the socialist country, E. Dehnel and W. Lewandowski discuss the educational planning with regard to leisure time, W. Bojarska and J. Syrokomski consider the forms of organizing leisure-time activities. Part 2 contains articles by A. Podawca on physical education and sport, S. Szena on tourism and the know-your-country movement. W. Nowak on education for the defense of the country, S. Słosz on activities in day-clubs and other cultural activities and J. Tomkowski — on polytechnical activities. Social activity is presented by A. Pieniak, traditions, customs and ceremonies by W. Bojarska.

256. ZNANIECKI, FLORIAN: **Socjologia wychowania. T. 1: Wychowujące społeczeństwo. T. 2: Urabianie osoby wychowanka.** (The Sociology of Education. Vol. 1: The Educative Society. Vol. 2: Forming the Features of the Pupil). PWN, Warszawa 1973, 421 + 510 pp.

"The Sociology of Education", 45 years after its first publication is still an exceedingly interesting work, most of concepts it contains being ready to be utilized in the present-day education. Several features of this work and concepts included therein are no less valid than they were in the times of its first edition. One of these interesting characteristics of Znaniecki's work is the treatment of basic social arrangements in terms of systems. Social deeds, social relations, personality and social groups were considered to be closed systems with high internal organ-

ization, coherence of elements and numerous global functions. What can be considered significant is also viewing the educational process as a social process in the course of which the teacher does not form an isolated personality of his pupil but a whole set of social arrangements connected with the learner. That is why Znaniecki stressed the importance of conditions in which the educational process takes place. Attention should also be drawn to the activist concept of the pupil who is not treated as a passive object of the educational activity but as an active partner with a valuable individuality. The leading role of the educational objectives can also be pointed out which are considered primary to all the methods and techniques employed in the educational process. Znaniecki emphasized the necessity to establish close links as between the school and the community both as far as the teaching content and as far as teaching methods and pupils' activity were concerned. He believed that the social isolation of school is the primary reason for its low educational efficiency. He calls for the participation of children in the social life of adults as this will contribute to their social and intellectual development.

An interesting part of the book is devoted to the educational environment. School is found to be only one of its elements, the others being a) the early educational environment (family, neighbors, peers), b) educational institutions, i.e. school and non-school individual learning, c) institutions of indirect education (books, press, theater) d) other influences. Znaniecki makes a distinction between the developmental environment, the environment of actual influence and the environment of social influence. An analysis of the educational environment completed by Znaniecki is another ever-valid part of the publication.

The last part, greatly important in the present-day education is an analysis of the teacher-pupil interaction in terms of the social system. Attention is there given to methods and techniques in the educational process, their efficiency and moral value.

See also: 269, 270.

V. TEACHER'S PROFESSION

257. KRAWCEWICZ, STANISŁAW: **Zadania Instytutu Kształcenia Nauczycieli.** (Tasks of the Institute for Teacher Training). *Nauczyciel i Wychowanie* 1973, No. 3, pp. 86–92.

According to the guidelines of the Ministry of Education, the Ministry of Science, Higher Education and Technology and the Committee of Experts in Education, the tasks of the Institute for Teacher Training have been grouped in four areas, i.e. 1) research on in-service teacher training, evaluation of the suitability of graduates for the teacher's profession, analysis and evaluation of curricula, teaching methods and the efficiency of teacher training, 2) raising professional qualifications of practising teachers, directing teachers without academic education to universities, organizing preparatory courses for these teachers as well as special consultations, 3) working out a system of permanent education for teachers at postgraduate courses attached to universities as well as in-service courses for teachers of regular school subjects, for teachers of special subjects such as for instance, teachers of art education, foreign languages and vocational subjects. Teachers of special subjects and employees of district Institutes for Teacher Training and Educational Research (former district methodological centers) will be trained at central courses, headmasters, teachers of other subjects and inspectors being trained at district courses, 4) research designs carried out in seven areas, i.e. a) the teacher's personality and its formation, b) professional activity of the teacher and its evaluation, c) the impact of the teacher on the development of the learner and teacher's tutelar functions, d) the growth of the teacher's profession, e) permanent education for teachers, its theoretical and organizational assumptions, f) school management and educational supervision and g) teaching methodology for all the subject areas.

258. KRAWCEWICZ, STANISŁAW and MARCINIAK, ZBIGNIEW and RADWAN, ZBIGNIEW (ed): **Tadeusz Pasierbiński, nauczyciel, działacz oświatowy, uczony.** (Tadeusz Pasierbiński, a Teach-

er, an Educational Worker and a Scientist). PWN, Warszawa 1973, 239 pp.

The publication has been prepared in honor of Professor Tadeusz Pasierbiński (1901–1968) and presents the life, the activities and the research work of this prominent educator. The book contains four parts. Part 1 is devoted to the history of Professor Pasierbiński's life and to his scientific work. Zbigniew Marciniak presents his essay on Pasierbiński's life and Jadwiga Puchała-Marciniak — a bibliography of Pasierbiński's publications, a bibliography of publications about Pasierbiński and an alphabetical bibliographical index. Part 2 contains articles by his coworkers (S. Krawcewicz, Z. Radwan, W. Pokojski, M. Pęcherski and S. Morawski) on social and educational activity of Professor Pasierbiński as well as on his scientific and journalistic writings. Part 3 contains selected writings of Professor Pasierbiński, and Part 4 — memoirs, letters, photographs and photocopies of documents connected with Pasierbiński's life and work.

259. MALINOWSKI, TADEUSZ: **O aktualnych pracach nad systemem kształcenia i doskonalenia nauczycieli.** (The Present-Day Activities in the Field of Pre- and In-Service Teacher Training). *Ruch Pedagogiczny* 1973, No. 3, pp. 277–283.

The author presents a set of opinions issued by administrative bodies preparing materials for state decisions concerning changes to be introduced in the field of pre- and in-service teacher training in Poland. Changes are here presented as an attempt at abandoning the long tradition to train teachers at various levels as, for instance, at secondary schools for teachers, postsecondary colleges, universities, etc. According to the new trend, teachers should be trained at universities providing uniform academic curricula. The draft of the new system does not take into consideration teachers of music education, teachers of fine arts and teachers of vocational subjects. In the final part of the article the author presents changes in the in-service teacher training and in raising the professional qualifications of educational administration workers.

260. NIJAKOWSKI, MIECZYSŁAW: **Etyka zawodowa a przystosowanie społeczno-zawodowe młodych nauczycieli.** (Professional Ethics and the Social and Professional Adjustment of Young Teachers). *Nauczyciel i Wychowanie* 1973, No. 3, pp. 74–85.

On the example of the teacher's profession the author points to the role of ethics in the professional and social adjustment. The following problems are discussed in the article: 1) the concept of professional adjustment and its psychological, pedagogical and sociological aspects, 2) the significance of adaptation in the teacher's profession and its scope, especially in the present-day tends to bring the school close to the community, 3) the role of professional ethics in the adaptation process. Much attention is given to functions of ethics, i.e. to the educational function consisting in raising the quality of educational work under pressure of professional ethics and social morality, to the practical function consisting in raising the cultural level of the teacher and to the preventive function consisting in forming consciousness as to moral limits of professional rights. Responsibility of the teacher to himself, his learners and the society is also discussed at length.

261. PRZYBOŚ, ADAM (ed): **Problemy kształcenia w szkole wyższej. Materiały sesji naukowej z okazji 25-lecia Wyższej Szkoły Pedagogicznej w Krakowie w dniach 26–27 marca 1971.** (Training Teachers at the University. Proceedings of the conference held on the occasion of the 25th anniversary of the Higher School for Education in Cracow, March 26–27, 1971). *Wyższa Szkoła Pedagogiczna* Kraków 1972, 130 pp.

The publication contains two introductory reports presented at the conference as well as reports delivered at team sessions. The first report by Stanisław Kaczor, the representative of the Ministry of Education, was entitled "The Present State and Perspectives of Pre- and in-Service Teacher Training in Poland". The author discussed the idea of the newly established four-year Advanced Teacher's Colleges providing university education for teachers, the liquidation of "blind alleys" in teacher training, forms of in-service training at summer courses and evening courses. The second report by Bolesław Faron from the

Higher School for Education in Cracow presented the formation of intellectual, social, moral and ethical aspects of the teacher's personality during the pedagogical university studies.

A detailed presentation follows of reports which were then delivered at team sessions. The following teams were distinguished: 1) training teachers of the Polish language, history and civic education, 2) training teachers of Russian, 3) training primary school teachers, 4) training teachers of geography, 5) biology, 6) mathematics, 7) physics and chemistry and 8) polytechnical subjects.

VI. SCHOOLS AND INSTITUTIONS

(by type or level)

VI. 1. PRESCHOOL

262. BILIŃSKA, SZCZĘSNA: **Perspektywy upowszechniania wychowania przedszkolnego w roku szkolnym 1973/74.** (Prospects of Promoting the Preschool Education in the School-Year 1973/1974). *Wychowanie w Przedszkolu* 1973, No. 6, pp. 281–287.

Research carried out by the Committee of Experts in Education demonstrated an urgent need to introduce changes to the system of the preschool education in Poland. This is especially significant because of the reform of the initial instruction which is to be shortened by one year (grades I–III of the primary school). The reform can prove successful merely on the condition of the proper preparation of children for school learning in the course of activities in pre-school centers. Reorganization of the preschool education will be initiated through the promotion of preschool education for all six-year-olds, i.e. one year before starting the obligatory school learning. Moreover, the compulsory, early enrollment of children to grade I, which takes place one year before the actual school start, will permit to obtain information concerning the child's development and to organize preliminary activities for backward children. Stress should be laid on preschool education in the rural areas, where kindergartens will be subjected to

primary collective schools. In the school-year 1973/74 about 75 percent of children will be embraced by all forms of preschool education organized according to the new educational program recently prepared by the Ministry of Education.

263. GETLER, EWA: **Zabawka mechaniczna w przedszkolu.** (Mechanical Toys in the Kindergarten). *Wychowanie w Przedszkolu* 1973, No. 6, pp. 295–300.

The author discusses regularities in the play of children of various age groups and changes in their attitude toward mechanical toys. Considerations are based on a research pertaining to the value of mechanical toys in the kindergarten. Investigations included questionnaires for kindergarten teachers on the equipment of the kindergarten and the way of utilizing this equipment, interviews with children on the subject of mechanical toys and categorized observation of children at play with mechanical toys. Investigations demonstrated a considerable interest of five-year-olds in mechanical toys. Multifunctional utilization of these in subject and cognitive play was also found. A detailed discussion follows of the possibilities to introduce a variety of mechanical toys suitable for various age groups to all the kindergartens.

264. NOWY **program wychowania w przedszkolach wchodzi w życie.** (A New Educational Program for Kindergartens is Being Implemented). *Wychowanie w Przedszkolu* 1973, No. 6, pp. 288–291.

A new educational program for kindergartens was approved by the Ministry of Education on April 16, 1973. The article contains the first part of the program in which functions and tasks of the kindergarten are discussed. Social and educational functions of the kindergarten embrace care for the children's health, their safety, proper biological, social and intellectual development as well as their manysided education, and aid given to parents in the field of ensuring proper educational care for each child. Attention is given to health, socio-moral, intellectual and aesthetical education in the kindergarten. A stimulative activity with regard to children of high developmental

possibilities is stressed as well as the reeducational activity with regard to those with developmental disturbancies. As far as the collaboration between parents and the kindergarten is concerned, a full uniformity of the educational influence is to be attained. A collaboration of the kindergarten and the primary school is also stressed especially in the field of providing primary school teachers with information concerning the child and its home situation. Consideration is also given to the collaboration of the kindergarten and all institutions whose task is to provide medical and educational care for the preschool child, e.g. medical centers, psychological centers, etc.

VI. 2. PRIMARY

265. CHYLIŃSKA, HELENA: **Praca domowa ucznia jako problem współczesnego wychowania.** (The Homework Assignment as a Basic Problem of the Present-Day Education). *Nauczyciel i Wychowanie* 1973, No. 3, pp. 46–55.

The author points to the controversy over the problem of homework assignments and to the two standpoints in this matter, the first of which consists in regarding the teaching-learning process as limited to school work, the second considering homework assignments to be an integral part of the educational process, indispensable for the attainment of educational objectives listed in the curriculum. In connection with this controversy a survey was initiated in 37 classes of schools located in the region of Koszalin. The survey embraced 741 learners in grades V–VIII of the primary school. Data were collected by means of questionnaires administered among teachers and pupils, teachers' and pupils' notebooks and guided compositions. Information pertained to the amount and degree of difficulty of homework assignments on the one hand and to the organization of the teaching-learning process on the other. Data concerning the living conditions of pupils were also collected. On the basis of research results the author states considerable shortcomings in the

organization of the educational work and postulates 1) to introduce strong individualization at lessons, 2) to employ more efficient teaching methods thus intensifying the learning processes at school lessons, and 3) to eliminate all types of homework assignments which cannot be immediately and fully controlled by the teacher.

266. JANKOWSKI, CZESŁAW: **Strukturalne i przedmiotowe koncepcje budowania programów wychowawczych.** (Structural and Subject Matter Curricula in Education). *Kwartalnik Pedagogiczny* 1973, No. 3, pp. 57–85. Rez. Sum.

The author presents and discusses five different concepts of curriculum construction in the field of education in the socio-emotional sphere. The first idea pertains to education within the frames of the teaching process at lessons of particular subjects such as, for instance, civic education, music education, fine art education, etc. An analysis follows of a curriculum of this type in civic education. The second concept relies in the preparation of the taxonomy of educational objectives as well as in outlining ways of their realization in the course of lessons of particular subjects, this time by all the teachers of a given class during a well-defined period of time, e.g. a year. Exemplification follows through excerpts from the Rumanian curricula in education. The third concept consists in pointing out successive stages in the individual's development in order to attain some objective in a given sphere of the human activity, i.e. taxonomies of educational objectives for particular areas of activity to be used by individuals. The fourth idea consists in clarifying educational objectives meant as activities and advancing them in the form of tasks for teachers. Such a curriculum is divided into four parts: 1) general educational tasks facing school, 2) characteristics of the pupils' development at various stages throughout the whole of their school career, 3) descriptions of tasks for each school level, and 4) examples of forms and methods which can be employed in the work with the pupils. The fifth idea relies in teleological concepts where a system of educational objectives is worked out,

oriented either toward goals formulated in the form of behavior to be achieved or in the form of personality features to be developed.

267. KOŻUCHOWSKI, LESZEK: **Realizacja postępu pedagogicznego w szkołach podstawowych.** (The Educational Progress in the Primary School). *Zeszyty Naukowe UMK w Toruniu, Pedagogika* 1972, No. 2, pp. 15–21.

The author presents his research on the educational progress in the primary school. A diagnostic study embraced 105 students at the extramural department of the Teacher Training College in Poznań, all of them being practising primary school teachers. Data have been collected by means of questionnaires and guided compositions pertaining to forms and methods of modernizing the educational process in the primary school, to the organization of workshops and laboratories in schools and to the knowledge of the modern educational writings on the part of the teachers. Data demonstrated that the problem-solving instruction is the most common form of modernization, other popular forms being the programmed instruction, workshop and nonlesson activities. Most of the teachers utilize TV, educational films, educational programs on the radio, gramophones, tape-recorders, diascopes and flannel boards. The knowledge of the modern educational writings was fairly low as a consequence of the lack of skill to organize self-education. The author stresses the importance of postgraduate teacher courses at which self-instruction and self-education techniques would be taught.

268. KULIGOWSKA, KRYSTYNA: **O doskonaleniu pracy szkoły podstawowej.** (Raising the Quality of Educational Work in the Primary School). PZWS, Warszawa 1973, 191 pp.

The publication devoted to the quality of education in the primary school contains seven chapters. Chapter 1 is an introduction discussing the present state of the primary schooling in Poland and outlining the history of primary education in our country. Attention is also given to the most significant difficulties of the present-day primary schooling. Chapters II and III are devoted to the uniformity of educational goals and objectives as realized in

a variety of conditions differentiated by location, staffing, equipment and the origin of pupils. The author stresses the knowledge of his pupils on the part of each formmaster and teacher as a condition indispensable for the attainment of educational objectives listed in the curriculum. Chapter IV deals with methods and techniques of forming a positive motivation for learning, and Chapter V with developing independent thinking and active participation on the part of the learners. Chapter VI analyzes the school lesson from the point of view of education in the socio-emotional sphere and Chapter VII contains a list of factors indispensable for raising the level of educational work in school together with detailed discussion of each item.

269. KWIECIŃSKI, ZBIGNIEW: **Funkcjonowanie szkoły w środowisku wiejskim.** (School in the Rural Region). PWN, Warszawa 1973, pp. 287, rez.

The publication is a doctoral dissertation of the author presented at the University of Toruń on the subject of the rural school. The following problems are considered: 1) the size of drop-out in the rural school, 2) a correlation as between curriculum requirements and the actual educational attainment of rural pupils, 3) the degree of realizing educational postulates to ensure the overall development of the learner's personality, 4) discrepancies as between the planned functions of the rural school and its actual functions, and 5) possibilities to improve the quality of instruction in the rural school on the basis of knowledge concerning its specific difficulties. Investigations were conducted during the years 1968–1970 in a primary school of Ciche Górne, a little peripherical village. The following research techniques were used: 1) observation by the researcher functioning as a teacher, 2) categorized, external observation, 3) interviews, 4) attainment tests, and 5) analysis of school documentation. The publication contains a detailed analysis and discussion of the data obtained with regard to the above mentioned problems. An ample bibliography of the subject is included.

270. KWIECIŃSKI, ZBIGNIEW: **Poziom i warunki funkcjonowania szkoły wiejskiej.** (The Quality of Instruction and the Conditions of Work of the Rural School). *Zeszyty Naukowe UMK* 1972, No. 2, pp. 61–83.

The article contains a review of research on the functioning of the rural school in Poland. Four groups of research have been distinguished: 1) The first group contains research projects initiated from the point of view of the educational policy. The most significant is research by M. Falski on the functioning of the rural school which was carried out on a representative, national sample. M. Kozakiewicz completed a research on the impact of industrialization upon schooling. R. Zegzdryń, W. Ozga, Z. Krzysztoszek, J. Poniatowski and B. Suchodolski investigated the specific character of the rural school, the conditions for the overall development of the rural youth and on the educational opportunity of rural students. The second group of research pertains to the general theory of instruction as well as to some selected educational problems. Z. Ziemba and J. Konopnicki investigated rural children's vocabulary. B. Wilgocka-Okoń examined the intellectual level of rural children. M. Oryl organized an experiment aiming at the improvement of the educational practice of the rural school according to the educational guidelines. M. Krawczyk and R. Miller investigated moral education in the rural school. The third group discussed in the article pertains to the rural teacher. J. Woskowski and M. Maciaszek investigated the conditions of work on the part of the rural teacher and his attitude toward the profession. The fourth group embraces sociological research on the conditions and effects of the rural school's work. Investigations on this problem were carried out by M .Trawińska-Kwaśniewska, B. Weber and B. Gołębiowski. W. Wrocławski investigated the rural community and the rural family. The final part of the article contains the evaluation of the state of knowledge concerning the rural school.

271. ŁOBOCKI, MIECZYSŁAW: **Godziny wychowawcze w szkole podstawowej.** Organizacja współżycia i współdziałania uczniów. (Formaster's Lessons. The Organization of the Primary School

Students' Coexistence and Collaboration). Ed. 2 ext. and compl. PZWS Warszawa 1973, 305 pp.

The publication presents the possibilities to implement the most important assumptions of the modern school education to the teaching practice of the primary school. The author concentrates on increasing the participation of students at lessons and activating their cognitive process. Much attention is also given to organizing their coexistence and collaboration. Educational guidelines are discussed against the background of psychological and pedagogical concepts, practical ways of implementing them into the school practice being then presented and analyzed at length. Chapter 1 contains the definition of the basic concepts and an outline of problems to be solved by the formmaster in the course of his educational activity. Chapter 2 is devoted to factors regulating the human behavior, their relationships and interaction especially in the field of environment and socialization. Chapter 3 presents practical implications of educational postulates on the example of the what are called formmaster's lessons, i.e. special lessons connected with no particular subject-area, left at the disposal of the formmaster in order to carry out discussions or other forms of the educational work in the socio-emotional sphere. The author discusses a number of subjects to be talked about during these lessons as well as a variety of forms and methods to be employed by the formmaster. Impact of these forms upon the attitudes and activity of the pupils is also discussed. Chapter 4 contains a report on research concerning the value of selected forms and methods of the formmaster's educational work in the primary school.

272. ŁUKAWSKA, ANNA: **Dydaktyczne trudności w nauce domowej na podstawie badań 5 i 8 klas szkoły podstawowej.** (Educational Difficulties in the Learners' Homework on the Basis of Research on Grades V and VIII of the Primary School). PZWS, Warszawa 1973, 217 pp. ill. tabl, bibl.

The publication contains a report on research concerning difficulties in the learners' homework elicited by the faulty organization of the teaching process on the part of the teacher. Research was carried out by means of

observation of lessons in grades V and VIII of three primary schools and reports on homework prepared by the learners. 119 observation cards of lessons were analyzed as well as 618 learners' reports. Moreover, data have been collected in 7 primary schools by means of questionnaires administered among 667 pupils. The bulk of materials was completed by special register from 12 classes in which teachers listed the size of the home-assignment, its objective, time allowance and the difficulties that may be encountered by the pupils. Registers were then confronted with daily pupil's opinions concerning the length and difficulty of these assignments. On the basis of research results the author presents a detailed analysis of didactic faults resulting in learners' difficulties. Postulates are also advanced to improve teaching methods and to change the structure of the typical lesson in the higher grades of the primary school.

273. MICHALSKI, PIOTR and PRZYCHODZIEŃ, ZYGMUNT: **Zainteresowania ośmioklasistów w powiecie świdnickim.** (Interests in Learners of Grade VIII in the Region of Swidnica). *Wieś Współczesna* 1973, No. 2, pp. 134–142, tab.

Research on the interests of students in grade VIII of the primary school bas been initiated in order to state the social need for various types of postprimary schools in the region of Świdnica. Investigations embraced 409 students of 21 primary schools and were carried out by means of questionnaires. Data were collected pertaining to the following items: 1) interests in subject areas, non-lesson and out-of-school activities, 2) interests in agriculture and farming, and 3) opinion concerning schools and professions. An analysis is presented of the results obtained. The authors point out to the high level of interests in science and physical education and the low level of interests in humanities. Attention is also given to the preference for non-full secondary vocational schools. Factors decisive for the choice of a profession are: the accessibility of the profession and conditions of work, no consideration being given to the social and financial status associated with the profession. A high percentage of students chose the pro-

fession of a farmer and decided to enter non-full secondary agricultural schools.

274. MUSZYŃSKI, HELIODOR: **Poznański system wychowawczy szkoły podstawowej — ogólna charakterystyka.** (The Poznań Educational System of the Primary School — A General Characteristics). *Życie Szkoły* 1973, No. 7/8, pp. 50–60.

The author lists theoretical and praxiological assumptions as well as organizational and methodological solutions for the educational activity of the school. The present educational system was prepared during the five-year experiment in the voivodship of Poznań. The new system was based on two main assumptions. The first one refers to the learner's activity within the frames of his performing a variety of social roles in school. The social roles distributed in the educational process have to correspond to actual social roles performed by the citizens in an adult community. The second assumption refers to the motivational aspect of the learners' activity, as their attitudes and personality are being formed in the course of the very process of engaging in this activity. The author analyzes the main areas in the life of school, i.e. the life of all the learners as a school community, the life of the school class, the participation of pupils at lesson, learners' self-government and the community contacts of the school. Solutions for each area are then presented. In the final part of the article the author characterizes all the elements of the educational system referring to higher grades of primary school, i.e. grades VI–VIII.

275. NAPIERAŁA, DANUTA and ZIÓŁKOWSKA-R[illegible]ICZ, ELŻBIETA: **Podstawy i założenia pracy dydaktyczno-wychowawczej w klasach IV–V.** (Assumptions of the Educational Process in Grades IV–V of the Primary School). *Życie Szkoły* 1973, No. 7/8, pp. 78–90.

The aim of this article is to present the educational system from the point of view of discrepancies between the structure of school and forms of its work on the one hand and the psychic characteristics of learners in grades IV and V of the primary school, on the other. In the first part of the

article the authors concentrate on the learners' characteristics and on special difficulties encountered in the work with pupils of grades IV–V because of developmental acceleration. Part 2 of the article presents assumptions of the educational work in the form of postulates advanced toward the school. They are the following: 1) life and activities of learners should be organized in the peer group, 2) educational activities should utilize the pupil's abilities to exercise physical work, 3) activities of the pupils should be based on self-government, 4) activation of the pupils in out-of-school activities and increasing the participation of pupils at lessons is needed, 5) stress should be laid on self-education, 6) educational objectives from the socio-emotional sphere should be achieved also at lessons of particular subjects, 7) emotional and volitional aspects of the learner's personality should be given more consideration, 8) a passage from autocratic to democratic styles of leadership are desirable at this developmental stage and 9) a close collaboration with parents should be established.

276. NOWAK, WANDA: **Układanie testów i przeprowadzanie badań testowych w nauczaniu matematyki.** (Test Construction and Administration in the Teaching of Mathematics). *Matematyka* 1973, No. 4, pp. 225–241.

The article is the third in a series (Matematyka 1971, No. 6 and Matematyka 1973, No. 3) on teaching methods and evaluation techniques in the field of mathematics. The author presents techniques of constructing test items, ways of validating achievement tests, their administration, data processing and the utilization of test scores in placement. Attention is also given to the scoring key and to the wording of instructions for particular items on the test. The correspondence as between the curriculum and the scope of the criterion-test is also considered as well as the number of items. The need of stating the diagnostic value of the test is pointed out. Emphasis is also given to the feedback for students with the aim to improve their learning processes. In the final part of the article the author presents examples of achievement tests in mathematics for grades VII and VIII of the primary school.

277. OCHMAŃSKA, WANDA: **Zadania szkół podstawowych w zapobieganiu niepowodzeniom szkolnym w klasach I–IV.** (Tasks of the Primary School in the Field of Counteracting School Failures in Grades I–IV). *Klasy Łączone* 1973, No. 3, pp. 142–151.

The author stresses the significance of the period of initial instruction for the future development of the child and points to the necessity to counteract school failure in grades I–IV. An analysis is presented of data demonstrating discrepancies as between objectives and actual educational effects on the basis of the size of the non-promoting phenomenon in grades I–IV of the primary school. Reasons underlying the non-promotion phenomenon are then discussed at length, e.g. unfavorable living conditions, biological, psychological and environmental factors. Instruction issued by the Ministry for Education for the school-year 1973/74 includes the item concerning the preschool education for six-year-olds, liquidating environmental differences in pupils by way of additional activities for backward children and the rational amount of homework assignments. The author points to the significance of detailed information on each individual pupil in order to organize reeducational activities. Attention is also given to the following activities in the field of counteracting school failure: 1) compulsory early enrollment in grade I of the primary school permitting to organize preschool activities for backward children during the whole year preceding the school start, 2) limiting the number of pupils in the class to 30 persons, 3) changes in school curricula, and 4) the liquidation of the non-promotion rules during the first four years of the primary school. The author points out that additional activities counteracting school failure should be undertaken by each teacher.

278. RATAJ, MARIAN: **Szkolnictwo wiejskie w obliczu rekonstrukcji.** (The Rural Schooling Before the School Reform). *Chowanna* 1973, No. 2, pp. 132–138.

The article deals with the present state of the rural schooling and with social demands for its reconstruction. Modernization of the rural school proves to be the most important item in the draft of the new national school reform. The reasons for its significance are divided into

groups. The first one pertains to the differences between the quality of instruction in the rural and in the urban school, which diminishes the educational opportunity of rural pupils. The second is connected with the coming promotion of the secondary education and with changes in the teaching methods. New guidelines can hardly be implemented in the rural school in its present shape, a reform of the rural school is therefore an urgent social need. The first step toward the modernization of the rural schooling has already been made. It consisted in the establishment of the collective district primary school and in the liquidation of small, inefficient village schools with inadequate equipment and staffing. The new, collective district school functions as the only educational center of the district and as such embraces preschool educational institutions, non-full secondary vocational schools, full secondary general schools and courses for working adults. The school of this type is to be multifunctional and highly structured in order to successfuly fulfill a variety of didactic, educational and tutelar tasks. Rural schools integrated in an efficient system will ensure high quality of instruction and will help to diminish and then to liquidate discrepancies between rural and urban education.

279. WIĘCKOWSKI, RYSZARD: **Prognostyczny model pracy dydaktyczno-wychowawczej.** (A Prognostic Model of the Educational Work). *Ruch Pedagogiczny* 1973, No. 3, pp. 284–290.

The author discusses a model of educational activity in school oriented toward the preparation of children and adolescents for the active participation in the life of the society. The model is based on the idea of the what is called content-structure differentiation which makes it possible to overcome an antinomy between the uniform educational objectives and the non-uniform intellectual capabilities of students. The solution presented by the author permits to liquidate blind alleys in the educational system. In the article four versions of differentiation are discussed, i.e. 1) content differentiation, 2) content-structure differentiation based on a positive selection, 3) content-structure differentiation based on a negative selection, and 4) structure differentiation. The first version consists

in preparing alternative curricula for children with varying intellectual capabilities, streaming being introduced at three levels. The second version consists in establishing special, additional classes for brilliant learners who would then learn according to an extended curriculum. The third version calls for organizing additional classes for slow learners who would follow simplified school curricula acquiring at the same time vocational education. The fourth version, i.e. the structure differentiation would preserve uniform curricula with a differentiation of teaching methods and classroom techniques. In the final part of the article the author points to the necessity of preserving a relative curriculum uniformity irrespective of the solution accepted.

280. WIĘCKOWSKI, RYSZARD: **Struktura społeczna klasy szkolnej a problem indywidualizacji.** (The Social Structure of the School Class and Individualization). *Ruch Pedagogiczny* 1973, No. 2, pp. 180–191.

The author reports on research carried out in six grades III and in six grades IV of the primary school. Investigations aimed at stating the relationship as between individualizing instruction and the structure of the school class. Investigations were carried out by means of achievement tests and sociograms employed both alongside with the problem-solving instruction and with the individualized teaching methods. The final analysis demonstrates what follows: 1) All the classes of slow learners contained gifted pupils but not vice versa, which proves that a high correlation can be stated as between the educational achievement and the degree of popularity in the class. 2) The problem-solving instruction and group work caused a considerable disintegration of the class and in consequence lowered the motivation of slow learners. 3) The introduction of the individualized instruction increased the participation of all the pupils at lesson and contributed to the integration of the class. The best attainment was found in classes in which all the three teaching methods were employed in turn. Integration was also increased by means of introducing the mutual aid in homework assignments.

281. WIĘCKOWSKI, [illegible]SZARD: **Zapobieganie niepowodzeniom szkolnym w nauczaniu początkowym.** (Preventing School Failure in Initial Instruction). *Nauczyciel i Wychowanie* 1973, No. 3, pp. 37–46.

The size of school failure in the primary school measured by the size of the non-promotion phenomenon is stated to be dangerous and as such needs an urgent intervention of the educational sciences as well as of the educational administration. The Ministry for Education in its guidelines from the year 1972 stated that till the year 1975 the methods and forms are to be worked out which will permit to avoid the non-promotion phenomenon in the primary school. The author of the present article reviews opinions of prominent Polish educators on the subject of school failure and non-promotion. A review follows of works by J. Konopnicki, Cz. Kupisiewicz, T. Kotarbiński and W. Okoń. On the basis of the pedagogical writings and of his own educational experience the author states that the main cause of school failure lies in the faulty organization of the teaching-learning process in school. He also postulates to introduce multilevel, individualized instruction at each teaching period which would then contain three stages, i.e. 1) introducing uniform teaching contents taught by means of frontal techniques, group work and individual instruction, 2) introducing a differentiation of the teaching content and the teaching method into two or three levels and 3) assignment with the content common for all the learners and a varying degree of difficulty. According to the author, merely the combination of frontal work, group work and individualized instruction can ensure full success of every learner thus permitting to avoid the nonpromotion phenomenon.

282. WILOCH, J. TADEUSZ: **Koncepcja wychowawcza szkoły całodziennej.** (The Educational Concept of a Full Day School). *Kwartalnik Pedagogiczny* 1973, No. 3, pp. 109–123.

The author presents a review of modern ideas of the full day primary school in Great Britain, the German Democratic Republic, Czechoslovakia, the United States and the Soviet Union. A discussion follows of three versions of the full day primary school which are being experimental-

ly introduced in some Polish primary schools. The common feature of all these versions is the training of pupils to work frontally, in small groups and according to individualized curricula adjusted to their needs, capabilities and interests. Each full day school organizes the learners' activity from 8 a.m. till 6 p.m. The teaching plan embraces lesson activities, non-lesson activities and a modified homework. The author presents versions of a full day school which have been worked out in the Institute for Educational Research. The what is called "common version" is to be implemented in all urban schools and in future also in all collective, district schools in the rural areas. The other version named "minimum solution" can be utilized at present in rural schools without an adequate infrastructure and in communities of low material culture. The third version, i.e. the what is called "Extended version" is to be implemented in urban schools, especially in regions where the majority of children attending school need additional tutelar activities. In the final part of the article the author describes educational experiments on the subject which have been conducted in the Polish People's Republic.

See also: 254.

VI. 3. SECONDARY

283. GRABOWSKI, HENRYK (ed.): **Klasy o zróżnicowanym programie wychowania fizycznego w świetle społecznych i morfologicznych badań porównawczych.** (Classes with Non-Uniform Curriculum in Physical Education in the Light of Sociological and Morphological Research). Wyższa Szkoła Wychowania Fizycznego, Katowice 1972, 76 pp.

This publication is a report on research carried out in one of secondary schools in Tychy by research workers from the Higher School for Physical Education in Katowice. The aim of investigations was to complete a comparative analysis of classes realizing an extended curriculum in physical education and those working according to the regular curriculum. Research was carried out in the school-year 1971/1972 on a sample of 556 students by

means of anthropometric examinations, biophysical tests, perception tests, sociometric tests and questionnaires. N. Janik presents the conditions for the realization of the extended curriculum in the secondary school in Tychy, B. Domagała-Janik characterizes the social origin of students and the amount of education in their parents, S. Strzyżewski analyzes the research results with regard to somatic features of the subjects and J. Ślężewski — to some physical features, H. Grabowski presents a comparative analysis of the educational attainment of the perception test and Raven's reasoning test, C. Malczyk investigates the interpersonal relations in classes of both types and A. Ślęczkowski — interests and physical and social activity of the learners. Among a vast number of conclusions it can be noted that classes with the extended curriculum in physical education group mostly pupils from lower educated families. Learners of these classes do not reveal a significantly lower educational attainment, while their physical development is considerably better. Moreover, the increased number of physical education periods was stated to be a socially integrative factor.

284. KASPRZYK, MARIA: **Nauczanie pragramowane a niektóre problemy wychowawcze.** (The Programmed Instruction and Some Educational Problems). *Ruch Pedagogiczny* 1973, No. 2, pp. 216–220.

In the search for new teaching methods a number of educational experiments have been conducted with the aim to state the value of the programmed instruction. The present article reports on research which embraced secondary school pupils. Investigations aimed at stating the value of the programmed textbook for teaching of the English language in the language laboratory. A comparative analysis demonstrated that the programmed instruction in the field of language teachning is evidently better for gifted students as it permits them to achieve results adequate to their capabilities. The programmed instruction was also stated to develop learners' cognitive skills and to get them used to the systematic work. The value was also demonstrated of constant control, objective evaluation and feed-back which are characteristic for the programmed

instruction. No significant improvement was noted on the part of slow learners. A correlation was also stated as between some personality characteristics (introversion) and success in the programmed learning of a foreign language.

VI. 4. VOCATIONAL

285. CHWIAŁKOWSKI, HENRYK: **Zadania i formy pracy Zakładu Dokształcania i Doskonalenia Zawodowego Instytutu Kształcenia Zawodowego.** (Objectives and Forms of Activity of the Section for In-Service Training at the Institute for Vocational Education). *Oświata Dorosłych* 1973, No. 6, pp. 348–350.

The Section for In-Service Training is a part of the Institute for Vocational Education which was established on the force of the resolution by the Council of Ministers in August 1972 as a research center subordinated to the Ministry of Education. The Section deals with permanent training of workers and technicians employed in industry, trade and transport at courses organized at the employing institution and outside it. The Section is also interested in the role of specialists with academic background on the staff of vocational schools, in the infrastructure of in-service training institutions, in optimum plans of the educational activity on the part of these institutions and in forms and techniques of the educational work at courses. The Section utilizes the following forms of activity: 1) collaboration with the employing institutions, 2) preparation of expertises for the Ministry of Education in the field of in-service training, 3) collaboration with the Educational Section of trade unions, 4) holding yearly conferences, 5) organizing seminars on the subject of in-service training, 6) collaboration with experimental schools in which experimental curricula and teaching methods are introduced, 7) a doctoral seminar on in-service training for the researchers of the Institute, 8) preparation of drafts of reforms in the field of structure of in-service training, teaching contents, forms of work and techniques.

286. KARPIŃSKI, JAN: **Szkolnictwo zawodowe w nowym roku szkolnym.** (Vocational Schooling in the Coming School Year). *Nowa Szkoła* 1973, No. 7/8, pp. 2–5.

The author concentrates on changes which should be introduced to the Polish vocational schooling which is no longer adequate to the requirements of various regions of the country. The most significant changes should therefore embrace the structure of schooling and the school network. In the school year 1972/73 vocational education was provided in 9029 vocational schools embracing 1,735,000 students. The main guideline in the field of establishing new vocational schools is to build up a rational organization of education by means of forming highly structured, multispecialization schools located so as to satisfy the industrial needs of particular regions as well as by means of liquidating small, inadequately equipped schools which would then merge into large schools staffed by specialists and providing education of a high quality. In the coming school year the growth is planned of secondary vocational schools within the frames of promoting the secondary education in Poland. At present secondary schools of this type embrace 22 specializations, each of them being taught at higher grades and at obligatory practice periods. Therefore, a prolonged basis is formed of general education which then leads to professional training at a number of related professions with the end to avoid too narrow specialization. Among the changes listed, the author points to the introduction of the term-system in non-full secondary vocational schools which permits to carry out the recruitment twice a year. This contributes to the proper selection of candidates for schools of this type as well as to proper distribution of graduates within the state employment structure. Moreover, postsecondary courses of a new type have been introduced in order to provide instruction in 9 specializations that are not represented in the curricula of non-full and full secondary schools. Courses will last one year and will enroll graduates from secondary schools.

287. KOŚCIELNY, KONRAD: **Podstawowe studium zawodowe.** (A Basic Vocational Course). *Szkoła Zawodowa* 1973 No. 6, pp. 15–18.

The author presents a draft of the reform in adult education which would limit general education and stress voca-

tional training. The suggested length of the vocational course is one year divided into terms. Classes are to take place four times per week, each session lasting four hours. Candidates for the course should be at least 19 with a three-year professional practice. Instruction will be based on the candidates' former knowledge covering five years of the primary school. The teaching plan embraces the mother tongue, selected problems of the socio-economic development of the Polish People's Republic, mathematics and vocational subjects. Special attention is given to vocational subjects to be taught and to the scope of the teaching content. The teaching staff would be recruited from among teachers of day vocational schools as well as from among engineers working in plants in which the learners are employed. Graduates of the basic course will obtain a certificate equivalent to the certificate of graduation from the primary school and giving the right to sit for the examination for the title of the qualified worker. In the present year several experimental basic courses were established yielding satisfactory results. The author postulates to extend the scope of vocational education of this type.

288. NOWACKI, TADEUSZ: **Obszary badań Instytutu Kształcenia Zawodowego.** (Research in the Institute for Vocational Training). *Szkoła Zawodowa* 1973, No. 6, pp. 7–11.

The author, head of the Institute for Vocational Training, presents research which is being carried out in the Institute. Nine groups of subjects are discussed. 1) Educational objectives, their clarification, changes in the taxonomy of the educational objectives according to the advances in science and technology and the educational ideal of a qualified worker. 2) Criteria and methods for distinguishing professions, the professional nomenclature, and professional characteristics to be utilized in the curriculum construction and in vocational orientation. 3) Curriculum construction, selection and gradation of the teaching content and the ratio of theoretical to practical subjects. 4) Education in the socio-emotional sphere in vocational schools, personality formation, physical education, aesthetical education and technological culture. 5) Teaching

methodology in vocational schools, preparation of 200 publications on the methodology of teaching particular subjects within vocational schooling, the problem-solving and the programmed instruction, 6) Preparation of information material concerning professions trained in the system of vocational schooling to be used in school and vocational orientation. 7) Conditions for the efficient vocational training, equipment and educational architecture. 8) Evaluation of the educational attainment, criteria for the evaluation of teachers and schools, evaluating the professional suitability of candidates and 9) Pedeutology, in-service teacher training and managing skills.

289. NOWACKI, TADEUSZ and KOŁKOWSKI, LUDWIK (eds.): **Przewodnik encyklopedyczny. Zawody i specjalności szkolnictwa zawodowego.** (An Encyclopaedic Guide. Professions and Specialities in the Vocational Schooling). PWN, Warszawa 1973, 685 pp.

The publication has been prepared by the researchers from the Section for the Vocational Education at the Institute for Education in Warsaw. It contains a list of professional characteristics referring to specialties and professions embraced by the Polish vocational education at the level of non-full secondary vocational schools, full secondary vocational schools and postsecondary vocational courses. Specialties have also been taken into consideration which can be acquired at the vocational lycée for workers alongside with the certificate of secondary education. Information is also included concerning the military vocational schools. Each professional characteristics embraces data pertaining to the type of a profession, activities carried out by the worker exercising this profession, requirements in the field of theoretical and practical knowledge and equipment. The publication is based on the nomenclature of professions which was completed in the year 1965 under the supervision of the Committee for Employment and Salaries. The total of 2424 professions is presented in the book. Detailed tables of contents, alphabetical indexes and names of professions are also included.

290. SEIDEL, RYSZARD: **Materiały metodyczne do nauczania gospodarki przedsiębiorstw w ZSZ.** (Methodological Material for Teaching the Economics of Industrial Plants to Students of Non-Full Secondary Vocational Schools). PWSZ, Warszawa 1973, 232 pp. BKZ (The Library of Vocational Education).

The author stresses the role of teaching the economics of industrial plants in the curriculum for non-full secondary vocational schools. An analysis of the syllabus follows as well as a presentation of didactic principles underlying instruction, teaching methods and classroom techniques. The publication contains the following chapters: 1) Problem-solving instruction in teaching the economics of industrial plants, 2) Teaching aids, 3) The pupil's notebook and the supplementary materials, 4) School workshops and excursions, 5) Repetition and recapitulation, 6) Evaluation of educational achievement, 7) The organization of the teaching-learning process (educational planning, the structure of the lesson, equipping the workshop, etc.).

291. SKROBISZ, IRENEUSZ: **Materiały metodyczne do nauczania materiałoznawstwa metalowego w ZSZ.** (Methodological Material for the Teaching of the Knowledge of Metal Materials in Non-Full Secondary Vocational Schools). PZWS, Warszawa 1973, 206 pp. bibl.

The publication is a guide for teachers of non-full secondary vocational schools. It contains a detailed analysis of the curriculum, its objectives and guidelines as well as a discussion of teaching plans, the organization of the teaching process, forms of work, teaching methods, classroom techniques and teaching aids. Each curriculum item is carefully analyzed from the point of view of educational planning and learning efficiency. Much attention is given to the organization and equipment of the school workshop adjusted to experiments and practice required by the reformed curriculum for the non-full secondary vocational school.

292. SZAFRANEK, RYSZARD and STACHEL, JANUSZ: **Z badań nad upowszechnianiem wiedzy rolniczej.** (Research on the Popularization of Agricultural Knowledge). *Wieś Współczesna* 1973, No. 5, pp. 90–100.

The author discusses methods and forms of popularizing agricultural knowledge on the basis of a research conducted in the year 1970 on a sample of 460 agriculturers from the voivodship of Olsztyn. Research techniques used were: the interview, questionnaires and the analysis of documents. The objectives were 1) to state factors influencing the efficiency of utilizing the sources of agricultural knowledge, e.g. the age of agriculturers, their education, etc., 2) motivation for the assimilation of the agricultural knowledge and 3) ways and methods of acquiring information. It was stated that above 80 percent of farmers use agricultural radio programes, while most of them use books, agricultural magazines and journals as well. Not many farmers participate in courses and only few contact the agronomists in order to obtain individual advice. A correlation was demonstrated as between the amount of education and the degree of utilizing TV and radio programs. Age has not been stated to be a significant factor.

VI. 5. HIGHER

293. CZEKAJOWSKI, RYSZARD (ed.): **Pedagogiczne problemy startu zawodowego młodej kadry naukowej uczelni technicznej. Materiały sesji naukowej Instytutu Nauk Społecznych.** (Pedagogical Problems of the Professional Start of University Teachers and Researchers at the Technological University. Proceedings of the conference held in the Institute of Social Sciences). Akademia Górniczo-Hutnicza (The Academy of Mining and Metallurgy), Kraków 1973, 113 pp.

The publication is the second part of materials from the conference held on April 13–14, 1972 at the Institute of Social Sciences of the Academy of Mining and Metallurgy in Cracow. The report by R. Hibner presents a concept of a curriculum in higher school didactics for young university teachers at the Technological University. G. Gie-

raltowska discusses aims and objectives of the postgraduate course for young university teachers and researchers. H. Góra presents the development of pedagogical training at the Gdańsk Technological University during the years 1960–1972 and the model university teacher as viewed against the background of the present-day social needs. M. Dziwisz stresses the necessity to ensure a uniform pedagogical training of university teachers for higher technological schools. Discussion is also included as well as a list of participants of the conference.

294. DOMAŃSKI, EDWARD: **Rola książki w studiach technicznych.** (The Role of Books in Technological Studies. Reports Delivered at the Conference held on October 23, 1972). Wydawnictwo Politechniki Warszawskiej, Warszawa 1973, 105 pp.

The publication contains proceedings of the conference held by the Main Library and the Department of Education of the Warsaw Technological University on October 23, 1972, within the framework of the International Book Year. W. Kowalczyk discusses the methods of utilizing textbooks, R. Hibner — the role and functions of the university manuals in the eyes of students and university teachers and E. Pietrasik — the role of books in the educational process of the Technological University. In the second part of the conference which was devoted to scientific information E. Domański discussed the role of the library at the university, E. Kossuth — the functions of the scientific information at the Technological University, Z. Mrugalski — new informatic codes as a teaching aid in training future engineers and H. Dobrska — the publishing activity at the Technological University. Discussion is also included.

295. KAMIENIECKI, ROMAN: **Rodzina jako czynnik warunkujący powodzenie młodzieży w studiach wyższych.** (Family as a Factor Influencing the University Success of Students). *Rocznik Naukowo-Dydaktyczny Wyższej Szkoły Pedagogicznej w Rzeszowie, Nauki Pedagogiczne* 1972, No. 3, 112–138.

The article repo[illegible] research carried out in the year 1970/71 on a sa[illegible] of 193 third year students at the

Higher School for Education in Rzeszów. Research objective was to state correlations as between the educational attainment at the university and 1) the social origin of students, 2) the amount of education in parents and 3) the amount of education in brothers and sisters. Research techniques employed were the following: questionnaire administered among the students of Polish philology, mathematics and physics and an analysis of university documents. No correlation has been found as between the social origin and the educational attainment. A high correlation was noted as between the amount of education in parents and the attainment. High correlation was also demonstrated as between the professional career of brothers and sisters and their education on the one hand and the educational attainment of students on the other.

296. LASEK, STANISŁAW: **Absolwenci szczecińskich szkół wyższych.** (Graduates of Higher Schools in the City of Szczecin). Instytut Zachodnio–Pomorski w Szczecinie, Szczecin 1972, 185 pp.

The publication is composed of two parts. Part 1 is devoted to problems of higher education in Western Pomerania against the vast background of history and sociology. Part 2 is a research report on the professional careers of graduates from higher schools located at the territory of Szczecin Pomerania. Investigations embraced 1020 graduates from three higher schools, i.e. 620 graduates from the Szczecin Technological University, 305 graduates from the Szczecin Medical Academy and 95 — from the Higher Agricultural School. The following research techniques were employed: questionnaires, interviews with graduates and opinions issued by employing institutions. Information obtained concentrates round the following problems: motivation for taking up university studies, social activity during the time of studies, the educational achievement at the university, the length of the professional work, the way of obtaining the first post, professional advancement, changes of employing institutions, satisfaction with the profession exercised, participation in managing the institution, usefulness of knowledge ac-

quired at the university, living conditions and contact with the university.

297. MUSZYŃSKI, ZBIGNIEW: **Doskonalenie studiów wyższych.** (Modernization of Higher Education). *Życie Szkoły Wyższej*, 1973, No. 5, pp. 14–20.

The article contains a discussion of ways to modernize and intensify studies at higher schools. The training of specialists according to the author should be based on futurological analyses which ought to take into consideration not only the present state of a given branch of science in Poland but also in the world. The other indispensable type of information is the knowledge of the professional usefulness of knowledge acquired at the university. The awareness of developmental trends in each discipline, of the future demand for specialists of a given branch and of their present usefulness will help to modernize the university curricula and teaching plans. The author advances postulates to stress basic disciplines in the university curricula, as no narrow specialization is possible with the present-day trend to shorten the time of studies. High specialization should be, however, ensured at postgraduate courses. Much attention is also given to the types of studies (theoretical and vocational) as well as to the length of instruction at various departments.

298. PEŁKA-PELIŃSKA, ELŻBIETA: **Pracownicy naukowi instytutów badawczych.** (Scientific Workers at Research Centers). PWN, Warszawa 1973, 175 pp.

The publication contains a sociological study of employees of research centers and is based on a survey which has been carried out on a sample of researchers employed at institutes subordinated to the Ministry of Agriculture and to the Ministry of Chemical Industry. Examinations were completed by means of questionnaires and interviews, data having been collected from 145 researchers. Chapter 1 is devoted to the theoretical background of the set of problems connected with research work, chapter 2 presents the research design, research techniques and administrative aspects of investigations, chapter 3 contains a de-

scription of institutes subjected to ministeries with regard to the type of research work and to the model of researcher. Chapter 4 presents an analysis of professional careers of employees as well as a study of their personality features with regard to the present-day status of employees. Chapter 5 is devoted to behavioral patterns postulated by researchers and to those actually followed in their professional work, attention being given to the difference, its size and scope. Chapter 6 contains conclusions, pertaining to the professional and social roles of researchers, i.e. roles stemming from their employment in a research center.

299. POMIAN, GRAŻYNA (ed.): **Losy przodujących studentów. Komunikat z badań.** (Careers of Gifted University Students. A Research Report). PWN, Warszawa 1973, 84 pp. tab. The Interuniversity Department for Research on Higher Education. Section for Sociological Research.

In the year 1965 the Interuniversity Department for Research on Higher Education initiated investigations concerning professional careers of gifted students at the following departments at the University of Warsaw: law, history, economy, social sciences, philology, philosophy, psychology and education. The research objective was to state the role of gifted students at the university and their role in the social life of the country. Investigations embraced all the gifted students who graduated from the University of Warsaw during the years 1945–1965. They were divided into two groups: those with an exceptionally high level of attainment and those performing leaderlike roles in youth organizations. The total sample embraced 1193 graduates. An analysis of the university documentation was completed, questionnaires administered and interviews conducted. B. Łobodzińska presents a demographic and social characteristics of graduates, G. Pomian discusses their university careers and A. Grzelak describes their professional careers.

300. REYKOWSKI, JANUSZ: **Dynamika procesu adaptacji studentów I roku.** (Dynamics of Adaptation on the Part of Freshmen). *Życie Szkoły Wyższej* 1973, No. 5, pp. 21–39.

The author reports on research pertaining to the adaptation of freshman year students defined as a correspondence between the level of expections and the structure of activities on the one hand and the external situation, on the other. Investigations covered 50 freshmen from several departments of one of the Kielce High Schools and were carried out through clinical interviews after 9 months of studies. Analysis of the data obtained embraced the following: 1) typical emotional reactions at the primary adaptation stage, 2) causes of difficulties (24 categories divided into five groups, i.e. requirements of the university, characteristics of the teaching process at the university, peer group conflicts, living conditions, important events during the studies), 3) dynamics of changes in the size and degree of difficulty as well as its length, measured on a five-point scale, 4) the present state of adaptation as divided into four categories: the state of health, the emotional state, difficulties in learning, effective self-control and self-discipline, 5) factors decisive for the process of adaptation, i.e. living conditions, human interactions, the functioning of institutions and youth organizations.

301. ROMANOWSKA-ŁAKOMA, HALINA: **Aspiracje społeczno-zawodowe studentów pochodzenia chłopskiego.** (Social and Professional Aspirations in Students of Peasant Origin). *Wieś Współczesna* 1973, No. 2, pp. 142–147.

The author discusses the level of social and professional aspirations in students of peasant origin on the basis of data collected in the course of a research which embraced students at the Higher Agricultural School and at the Higher School for Education. Aspirations were divided into three groups, i.e. 1) cultural aspirations, 2) social aspirations and 3) professional aspirations. A comparative analysis follows of the level of aspiration in students at the freshman year and those at the fourth year of studies. The author points to the decrease in the level of aspiration based on the will to exercise a desired profession and to be helpful in the society at the end of the studies. The increase is also demonstrated in the level of aspiration based on the will to obtain a well-paid job and high social prestige. Thus, the level of aspiration in the first two

groups has a decreasing tendency with the growing importance of the third aspiration group. Much attention is also given to aspiration toward urban patterns, which makes it difficult for the student to return and adjust himself to his previous environment after the end of university studies.

302. SOWA, KAZIMIERZ and GNIADEK, STANISŁAW: **Stancje studenckie. Komunikat z badań.** (Students' Living Conditions. A Research Report). PWN, Warszawa 1973. 54 pp. Międzyuczelniany Zakład Badań nad Szkolnictwem Wyższym. (Interuniversity Department for Research on Higher Education).

The publication reports on research carried out during the years 1971–1972 on a sample of 100 students of two Cracow higher schools, i.e. the Jagiellonian University and the Cracow Technological University. Investigations embraced merely those students who have not obtained places in students' dormitories and had to hire rooms. Interviews based on categorized questionnaires were conducted with students themselves and with the owners. Data collected in the course of research permitted to state the living conditions of students coming from outside Cracow, their financial situation and their relations with their landlords. Additionaly, the following problems were analyzed: social and cultural features of the students' families, social and cultural features of landlords, relations between the student and the landlord.

303. SZEFER-TIMOSZENKO, JADWIGA: **Przystosowanie się studentów lat pierwszych do studiów wyższych na przykładzie Politechniki Wrocławskiej.** (Adaptation of Freshmen on the Example of Students at the Wrocław Technological University). Wrocław 1973, 71 pp., ill., tab., sum., rez., Prace Naukowe Instytutu Nauk Społecznych Politechniki Wrocławskiej No. 6, mon. No. 3.

The publication is a report on research concerning the process of adaptation of freshman year students to the new environment. Research embraced 138 students enrolled in the year 1967 as an experimental group and 198 students enrolled in the year 1968 as a control group. Each

group underwent several series of examinations by means of questionnaires. Data have been obtained concerning the students' motivation, expectation and aspiration level, time budget, skills to organize individual work, difficulties encountered during the first months of their stay at the university, the educational attainment, the level of satisfaction and socialization. Preliminary data concerning motivation and expectations were collected two months after the start of the first academic year and the bulk of information concerning the educational attainment, satisfaction and difficulties — at the end of the first term. The research was repeated at the end of the second term at the freshman year. A detailed analysis of research results is presented. Special emphasis is given to the level of motivation, skills to organize individual work and the atmosphere at the university.

304. WARUNKI **kształcenia, życia i pracy młodej kadry naukowej. Materiały z plenarnego posiedzenia Zarządu Sekcji Nauki ZNP.** (Learning, Work and Living Conditions of Young University Teachers and Researchers. Proceedings of the Plenary Session of the Section of Science at the Polish Teachers' Association). ZGZNP, Warszawa 1971, 28 pp.

The publication contains materials from the plenary session of the Section for Science at the Polish Teachers' Association held on May 31, 1971. The subject of the session was "Learning, Work and Living Conditions of the Young University Teachers and Researchers". The following problems were discussed at the session: 1) preparatory studies for university teachers (status of graduates at preparatory courses, their living conditions, methods and effects of training), 2) work and living conditions of the young university teachers at fulltime posts (the teaching load, possibilites to carry out research work, equipment of university departments, overloading with administrative work, international exchange, etc.) and 3) doctoral studies.

Attention was given to factors hindering the process of training young university teachers, i.e. to inadequate selection of graduates for work at the university, the lack of scientific guidance, overloading with administrative work

and teaching, shortcomings in the field of scientific information, insufficient knowledge of foreign languages, inadequacy of the university equipment and apparatus and the faulty choice of problem for doctoral dissertations. Postulates were then advanced aiming at improving the working and living conditions of the young university staff.

305. WOŁOCH, JÓZEF (ed.): **Uniwersytet techniczny. Studium prognostyczne.** (The Technological University. A Prognostic Study). Politechnika Wrocławska, Wrocław 1973, 138 pp.

The publication was prepared on the basis of research carried out in the year 1971/72 which aimed at preparing a prognostic study of the future technological university. In the introductory part the authors discuss Polish and foreign writings on the subject, the most important problems from the field of the prognosticating methodology as well as data drawn from the seminars and conferences on the subject held at the Wrocław Technological University. Part 1 written by J. Wołoch contains general remarks concerning a prognostic concept of the technological university. Part 2 by H. Matzner is devoted to changes in the profession of the engineer and presents the main modifications to be expected against the background of the present social, economic and legal situation of the technological university. Part 3 by T. Roczon analyzes a prognostic model of the technological university basing on the expected growth of the educational system, demographic forecasts as well as statistical data pertaining to the growth of primary and secondary schooling. A comparison is also made as between the demographic and social tendencies in Poland and abroad in order to advance a prognosis of the situation in secondary and higher schooling in the years 1980–2000. Part 4 by Z. Przewoźny analyzes the present state of the technological education and outlines its basic future requirements.

VI. 6. ADULT

306. BARCIKOWSKA, WANDA: **Telewizyjne Technikum Rolnicze nową formą kształcenia dorosłych.** (The TV Agricultural Secondary School as a New Form of Adult Education). *Oświata Dorosłych* 1973, No. 6, pp. 351–354.

The author discusses a new form of collaboration between extramural adult education and the television on the example of the TV Agricultural Secondary School initiated in the year 1973. The TV Secondary School is an integral part of the extramural vocational education at the secondary level. It embraces four terms of the 7-term-long agricultural vocational school, the other three to be covered during the regular school learning. Each vocational agricultural school will now have two groups of learners, those utilizing extramural forms of education and those utilizing the TV course. The same teaching plan, syllabus and textbooks will be used in both groups of learners. The what are called TV learners will have to participate in a two-day conference which will acquaint them with learning techniques, the ways of utilizing TV courses, the ways of utilizing supplementary materials between lectures and techniques of filing in tests and other control materials which takes place ten times during each school year. At present the TV Course is presented six times per week at sessions lasting 30 minutes. Learners dispose of special supplementary materials from which they can obtain all the necessary information as well as of workbooks in which a given amount of exercises must be fulfilled between the TV sessions. The total number of viewers utilizing this form of extramural secondary education amounts to 14,000.

307. CIEŚLAK, ANDRZEJ: **Współczesne pojęcie kształcenia ustawicznego.** (The Present Concept of Lifelong Education). *Oświata Dorosłych* 1973, No. 6, pp. 326–338.

The article contains a discussion on the origin of lifelong education, its nature and scope as well as its concept as described by French, English and Polish educators. In the part of the article devoted to Polish writings the

author presents concepts discussed in the book by Professor R. Wroczyński: his definition of lifelong education, its consequences for the present educational system as well as its developmental perspectives. Much attention is also given to opinions of T. Wujek, B. Suchodolski, T. Sosnowski and K. Wojciechowski. The lack of a uniform terminology is pointed out alongside with considerable differences in the connotation of the term. At present lifelong education is being defined as 1) training abilities to keep up with advances in science, technology and culture as well as establishing favorable conditions for raising professional qualifications, 2) establishing conditions for constant, many-sided formation of personality during the whole lifetime, 3) raising professional qualifications of adults, and 4) a tendency to integrate the educational system at all levels.

308. KRAWCZYK, ZOFIA: **Współczesna sztuka a kształcenie nowoczesnych postaw człowieka.** (The Modern Art and the Formation of Attitudes). *Nauczyciel i Wychowanie* 1973, No. 3, pp. 55–65.

The article is devoted to the role of modern art in the formation of attitudes. The following problems are discussed: 1) the role of modern art in education, 2) the reception of art and its development, and 3) the public versus the cultural reality of the environment. The author concentrates on the utilization of modern art in the school educational process as well as in audlt education from the point of view of forming intellectual and emotional community of art recipients. Problems of understanding of art are also considered as well as methods and forms of arriving at this understanding. The author presents the results of research on the formation of positive attitudes toward art by means of close contacts with art, school discussions, etc. A detailed discussion follows of the cultural environment and of the role of school in its formation. The author points to the variety of ways for increasing the participation in culture, e.g. establishing museums of various types, presenting critical articles and reviews in the field of art and utilizing visual information. The final part of the article stresses the significance of art in developing expressive skills and sensitivity.

309. LEPALCZYK, IRENA: **Uniwersytet powszechny jako środowisko wychowawcze.** (The Open University as an Educational Environment). Towarzystwo Wiedzy Powszechnej, Łódź 1972, 85 pp.

The present publication contains a collection of articles pertaining to the impact of the open university upon its participants, to the role of the curriculum, to the function fulfilled by the head and to the amount and type of education obtained by the students. A. Kamiński discusses the features of social worker's personality indispensable for the efficiency of educational methods and favorable for the complete utilization of educational potentials, attention being also given to group characteristics of people engaged in the socio-educational movement. Successive articles are based on surveys conducted at various open universities in Poland. O. Czerniawska presents activities in the day-club on the example of experiences of one of the open universities. Z. Olczyk analyzes the impact of the parents' university upon family environment. B. Butrymowicz discusses the social and cultural activity of women at the open university, J. Badura — the activity of young people at the open university, B. Sułkowski — the popularization of literature through the university and I. Lepalczyk — the model for the participants' self-government.

310. PACEK, STEFAN: **O samowychowaniu i jego związkach z innymi procesami.** (Self-Education and Its Relation to Other Processes). *Oświata Dorosłych* 1973, No. 6, pp. 338–345.

The author presents a definition of self-education as a relation between social requirements and the program for a personal development of the individual. An adaptative function of self-education is then discussed, i.e. obtaining knowledge of the environment and the possibility to adjust to its changing character. Much attention is also devoted to the reconstructive function of self-education which forms those features of the human personality which permit the individual to creatively change his environment. A discussion follows of the constituents of self-education, i.e. of self-consciousness, independence, will, practical activity and needs. The intellectual aspect of self-education

is presented, i.e. self-observation, self-evaluation and self-criticism, its volitional aspect consisting of self-discipline, personal activeness and self-control and the emotional aspect, i.e. autosuggestion and autojudgement. A detailed analysis is also presented of motives and trends in self-education and of the relation as between self-education and self-instruction on the one hand and between self-education and education, on the other.

VI. 7. SPECIAL

311. ŚNIEŻYŃSKI, MARIAN: **Wychowawcza funkcja domu rodzinnego a niedostosowanie społeczne dzieci.** (The Educational Function of Home and the Social Maladjustment in Children). *Ruch Pedagogiczny* 1973, No. 2, pp. 232–239.

The article contains a report on research concerning the educational influence of parents from industrial regions on the formation of the social maladjustment in their children. Investigations were conducted during the years 1970–1972 and embraced 798 pupils from grade VII of the primary school and 760 parents. The following research techniques were used: Stott's diagnostic test, questionnaire for stating the home atmosphere, the questionnaire for stating the educational methods employed by parents and environmental interviews. The article contains a detailed analysis of three main research problems, i.e. 1) the educational methods employed by parents, 2) the educational and emotional atmosphere at home, and 3) impact of the two above mentioned factors upon the social maladjustment in children. Improper educational methods as, for instance, physical punishment, education of fright, etc. have been found in a considerable number of families investigated. The lack of proper atmosphere at home was also common in the sample (broken homes, alcoholism, overwork, inability to show emotions). A detailed discussion follows of relations as between parents and the child as a decisive factor for the child's development and his future adjustment.

312. GAN, JAN: **Szkoły specjalne również dla dzieci wiejskich.** (Special Schools for Rural Children). *Wieś Współczesna* 1973, No. 8, pp. 127–132.

The article presents a comparative analysis of the state and perspectives in the development of special schools in rural and urban areas. The total percentage of children qualified to special schools from the age group 4–16 amounts to 3.7 i.e. 285,000 persons. At present the number of special schools at the primary level amounts to 558 and the number of pupils attending these schools — to 100,000. 33,000 pupils out of this number come from rural areas. A considerable disproportion can therefore be noted as between the number of rural children embraced by the system of special schooling and the corresponding number of urban children. During the last year the state of special schools in rural areas improved owing to the establishment of special classes at regular primary schools as well as a result of new investments owing to which 115 new special schools were organized. By the 1975 the needs in this field will be satisfied in about 75 percent. Generally speaking, there are no difficulties as far as vocational schooling for children with deficient sight or hearing is concerned, there is, however, great demand for new vocational schools for mentally deficient and socially maladjusted children. As to the qualifications of the teaching staff in the year 1970/71 the total number of educational workers in the special schooling amounted to 10,000, 57.7 percent out of them having full professional qualifications in the field of special pedagogy.

INDEX OF AUTHORS AND EDITORS

Barcikowska W. 306
Berezowski E. 224
Bilińska S. 262
Bobula J. 239
Bojarska W. 255
Borysiuk B. 237
Brzezińska A. 225
Brzeziński J. 226

Cackowski Z. 227
Chmielnicki N. 246
Chwiałkowski H. 285
Chylińska H. 265
Cieślak A. 307
Czekajowski R. (ed.) 293

Dąbrowski Z. 236
Dehnel E. 255
Denek K. 228
Długoszowa J. 224
Dobrska H. 294
Domagała-Janik B. 283
Domański E. 294
Dutkowa R. 203
Dziwisz M. 293

Falski M. 270
Fiedorowicz S. 237
Filipowicz F. 204

Gan J. 312
Getler E. 263
Gieraltowska G. 293
Gniadek S. 302
Gołębiowski W. 270
Góra H. 293
Grabowski H. (ed.) 283
Grucza F. 237
Grzelak A. 299

Hibner R. 293, 243
Hillebrandt B. 234

Janik B. see Domagała-Janik B.
Janik N. 283
Jankowski Cz. 266
Janowski A. 230
Jarecka S. 234
Jocz G. 236

Kamieniecki R. 295
Kamiński A. 247
Karpiński J. 286
Kasprzyk M. 284
Kawula S. 248
Klimczyk L. 237
Kmiecik Z. 205
Kołkowski L. (ed.) 289
Komorowska H. 236
Komorowski B. 236
Konopnicki J. 270
Kościelny K. 287
Kośla J. 237
Kossuth E. 294
Kowalczyk W. 294
Kozakiewicz M. 270
Kożuchowski L. 267
Krawcewicz S. 257, 258 (ed.)
Krawczyk M. 270
Krawczyk Z. 308
Kruszewski K. 236
Krzysztoszek S. 231
Krzysztoszek Z. 270
Kulas H. 249
Kuligowska K. 268
Kumor A. 232
Kupisiewicz Cz. 236
Kwaśniewska M. see Trawińska-Kwaśniewska M.
Kwiatkowska H. 233
Kwieciński Z. 269—270

Lasek S. 296
Lepalczyk I. 309
Lewandowski W.

Łakoma H. see Romanowska-Łakoma H.
Łobocki M. 271
Łobodzińska B. 299
Łukawska A. 272

Maciaszek M. 270
Malczyk C. 283
Malinowski M. (ed.) 234

Malinowski T. 259
Marciniak Z. (ed.) 258
Marczyk W. 250
Matuszczak H. 206
Matzner H. 305
Mazur B. 236
Michalski P. 273
Mikulewicz A. 237
Miller R. 270
Mrugalski Z. 294
Muszyński H. 235, 274
Muszyński Z. 297

Napierała D. 275
Nijakowski M. 260
Nowacki T. 288, 289 (ed.)
Nowak W. 255, 276
Ochmańska W. 277
Okoń B. see Wilgocka-Okoń B.
Okoń W. (ed.) 236, 270
Ozga W. 270

Pacek S. 310
Pasierbiński T. 258
Patynek J. 237
Pawlak W. (ed.) 237
Pelińska E. see Pełka- Pelińska E.
Pełka-Pelińska E. 298
Pieczara S. 237
Pieniak A. 255
Pietrasik E. 294
Pietrasiński Z. 236
Pietrzyk P. 236
Pochanke H. 236
Podawca A. 255
Pomian G. (ed.) 299
Poniatowski J. 270
Przecławski K. 238
Przewoźny Z. 305
Przyboś A. (ed.) 261
Przychodzień Z. 273

Radwan Z. (ed.) 258
Rataj M. 240, 251, 278
Reykowski J. 300
Roczon T. 305
Rodziewicz E. 241
Romanowska-Łakoma H. 301
Rudowicz E. see Ziółkowska-Rudowicz E.
Rusinkiewicz M. 236
Rząsa P. 255

Sawicki M. 236
Seidel R. 290
Serwański E. 207
Skrobisz J. 291
Słabek G. 234
Sięczkowski A. 283
Sięźewski J. 283
Słysz S. 255
Soczewka J. 236
Sokół A. 208
Sowa K. 302
Snieżyński M. 311
Suchodolski B. 209, 242 (ed.), 243, 270
Sufin Z. 252
Stachel J. 292
Strzyżewski S. 283
Świątek M. 253
Syrokomski J. 255
Szafranek R. 292
Szefer-Timoszenko J. 303
Szena S. 255
Szymała L. 244

Timoszewska J. see Szefer-Timoszenko J.
Tomkowski J. 255
Trambacz W. 237
Trawińska-Kwaśniewska M. 270

Walczak M. 207, 210
Weber B. 270
Więckowski R. 279–281
Wilgocka-Okoń B. 254, 270
Wiloch J. T. 282
Włodarski Z. 245
Wójcik T. 236
Wojnar I. 243
Wołoch J. (ed.) 305
Woskowski J. 270
Wrocławski W. 270

Zabrocki L. 237
Zarzecki L. 204
Zegzdryń R. 270
Ziemba M. 270
Ziółkowska-Rudowicz E. 275
Znaniecki F. 256

PUBLISHING HOUSES

„Horyzonty" (Wydawnictwo Harcerskie „Horyzonty") — Scouts' Publishers "Horizons"

„Iskry" (Państwowe Wydawnictwo „Iskry") — State Publishing House "Sparks"

„Książka i Wiedza" (Spółdzielnia Wydawnicza „Książka i Wiedza") — "Book and Knowledge" Publishing Cooperation

„Nasza Księgarnia" (Instytut Wydawniczy „Nasza Księgarnia") — Publishing House "Our Booksellers"

PWN (Państwowe Wydawnictwo Naukowe) — Polish Scientific Publishers

PWSZ (Państwowe Wydawnictwo Szkolnictwa Zawodowego) — State Publishers of Vocational Schools Publications

PZWS (Państwowe Zakłady Wydawnictw Szkolnych) — State Publishers of School Publications

Ossolineum (Zakład Narodowy im. Ossolińskich Wydawnictwo PAN) — Publishing House of the Polish Academy of Sciences

Wydawnictwo Politechniki Warszawskiej — Warsaw Technical University Press

PUBLISHING INSTITUTIONS

Akademia Górniczo-Hutnicza — The Academy of Mining and Metallurgy

Międzyuczelniany Zakład Badań nad Szkolnictwem Wyższym — Interuniversity Center for Research on Higher Eudcation

Ministerstwo Oświaty i Wychowania — Ministry of Education

UAM (Uniwersytet im. Adama Mickiewicza) — A. Mickiewicz University

Uniwersytet Śląski w Katowicach — Katowice Silesian University

Wyższa Szkoła Pedagogiczna w Krakowie — Kraków Teachers' Training College

Wyższa Szkoła Wychowania Fizycznego w Katowicach — Katowice Higher School for Physical Education

Związek Nauczycielstwa Polskiego — The Polish Teachers' Association